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ABSTRACT

This eighth grade teacher's guide with student activities is designed to create greater awareness of Indiana, its geography, history, government, and future and is designed to be used as a supplement to the study of the U.S. Constitution and the Indiana Constitution. In the first section, entitled "Geography of Indiana," the lessons cover the glaciers, the state's development, the migration of the settlers, and the organization of the counties and cities. In the second section, "Groth and Development of Indiana," contains a packet of six lesson plans assembled under the title "Lessons on the Northwest Ordinance" and prepared by John J. Patrick. To these lessons, originally issued in 1986, has been added a paper, "The Northwest Ordinance and Constitutional Development in Indiana," by James H. Madison. The other topics in this section include: (1) Indians in Indiana; (2) Constitutional Convention Delegates; (3) The Constitution Says...; (4) Indiana Facts and Figures; (5) Hoosier Personalities; (6) Indiana and the World; (7) Economics of Indiana; and (8) Focus on Evansville, Vanderburgh County, Indiana. Each lesson is provided with instructional activities, student activities, and various other activity sheets. The third section, "Resources on Indiana," includes state maps, selected county maps, a list of U.S. presidents, and a list of books, filmstrips, recordings, and films on Indiana history. (DJC)

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THE HOOSIER CONNECTION

Grade 8

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Evansville, Indiana

1987

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HOOSIER CONNECTION

The unit, Hoosier Connection is designed to supplement and help all teachers in their efforts to create greater awareness of Indiana, its geography, history, government, and future. This unit is to be used with the study of the Constitutions of the United States and Indiana. Teachers are encouraged to use this unit, but are not bound to use every lesson. Note that each lesson area has several suggested activities for students.

The Hoosier Connection unit was produced by Ira Harris, Glenwood Middle School; Steffanie Motz, Thompkins Middle School; Sue Buttram, Washington Middle School; Rick Borries, Central High School; and Christine Settle, Supervisor of Social Studies.

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GOALS AND OBJECTIVES

1. Create a broader understanding of Indiana's geography.

2. Create a broader understanding of Indiana's history.

3. Develop an awareness of Indiana's constitutional governments and how they function.

4. Develop a greater awareness of oneself as a citizen of Indiana.

5. Develop a greater awareness of Indiana and its' role in the world.

6. Help students develop an appreciation and awareness of Indiana's role in the future.

7. Develop a greater appreciation of Evansville's role in Indiana and the world.

GLACIERS IN INDIANA

Instructional Activities

1. Discuss the effect glaciers have on the land.

2. Discuss the effect of glaciers on Indiana's topography.
   Note: central and northern Indiana, Monroe and Brown Counties, south-central Indiana

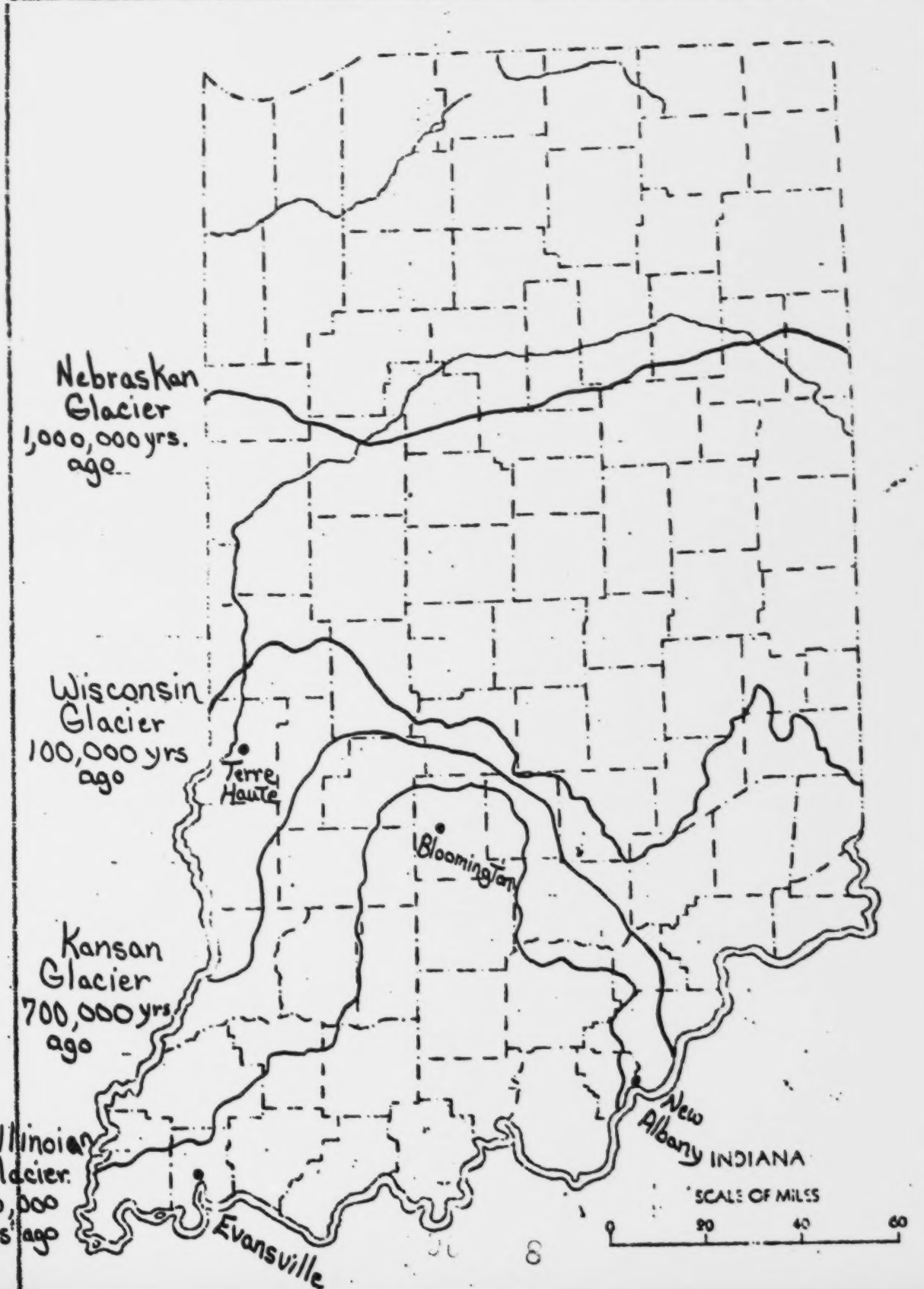
Student Activities

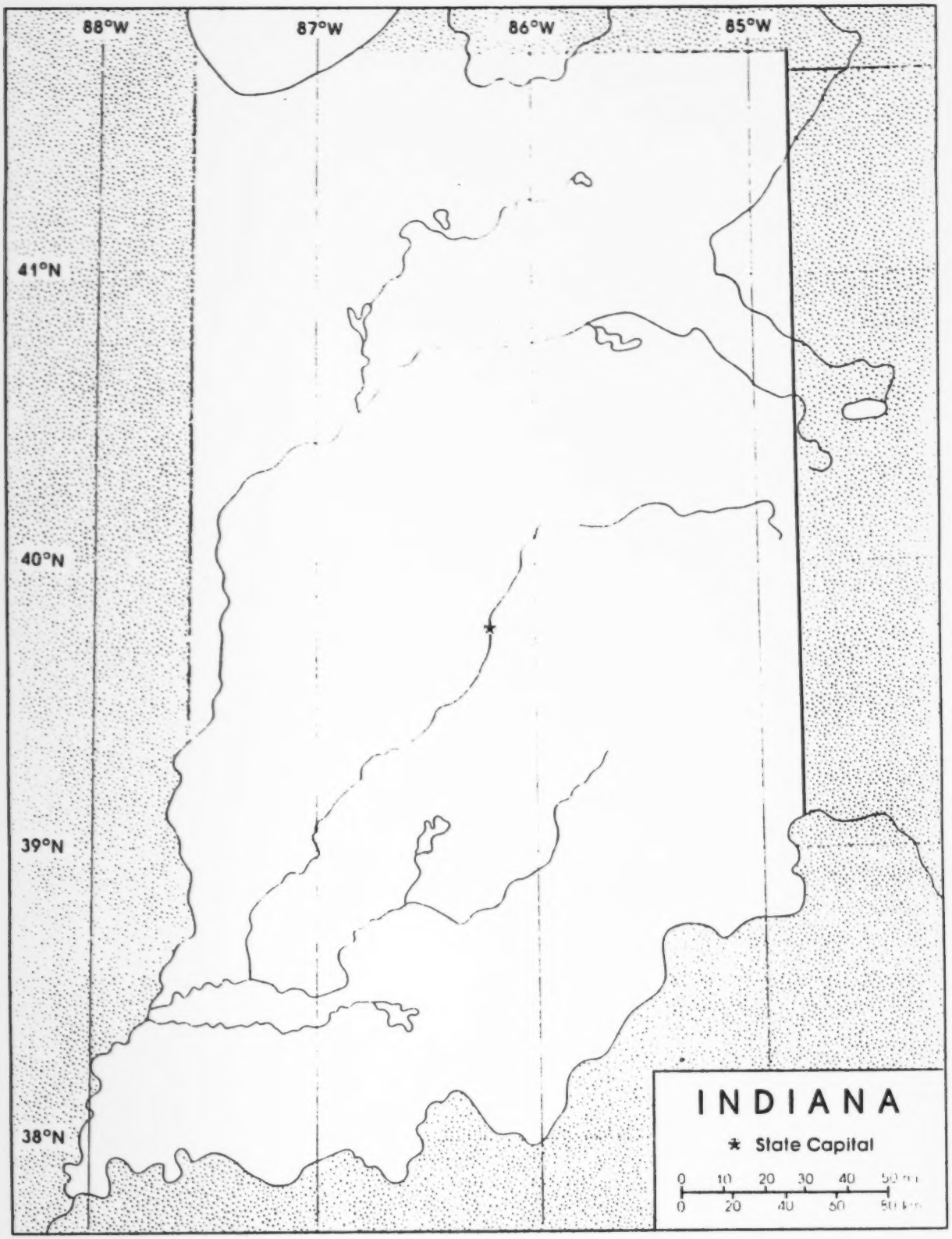
1. Give students a blank map of Indiana.

2. Have students draw on the map the southern most points of each glacier to cover Indiana.
   A. Students may wish to color code the glaciers.
   B. Students may wish to mark points of interest.

3. Have students determine if glaciers had as great of an effect on Illinois or Ohio's topography.

Glaciers In Indiana




88°W
87°W
86°W
85°W
41°N
40°N
39°N
38°N
INDIANA
State Capital
0 10 20 30 40
0 20 40 50

INDIANA DEVELOPS (Map Study)

Instructional Activities

1. Discuss the Land Ordinance of 1785 and emphasize its significance for Indiana.

2. Discuss the Northwest Ordinance of 1787 and emphasize its significance to Indiana.

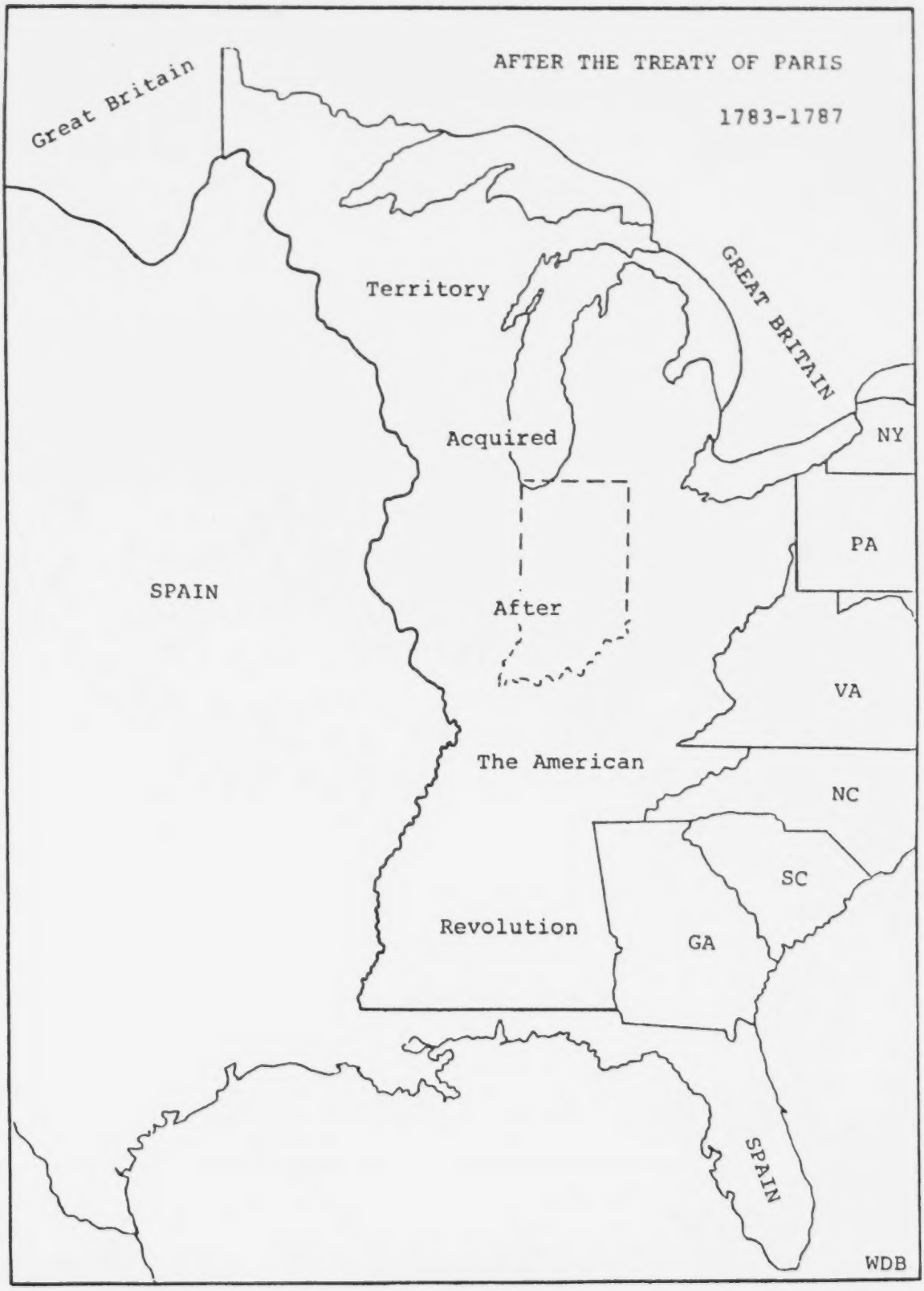
Student Activities

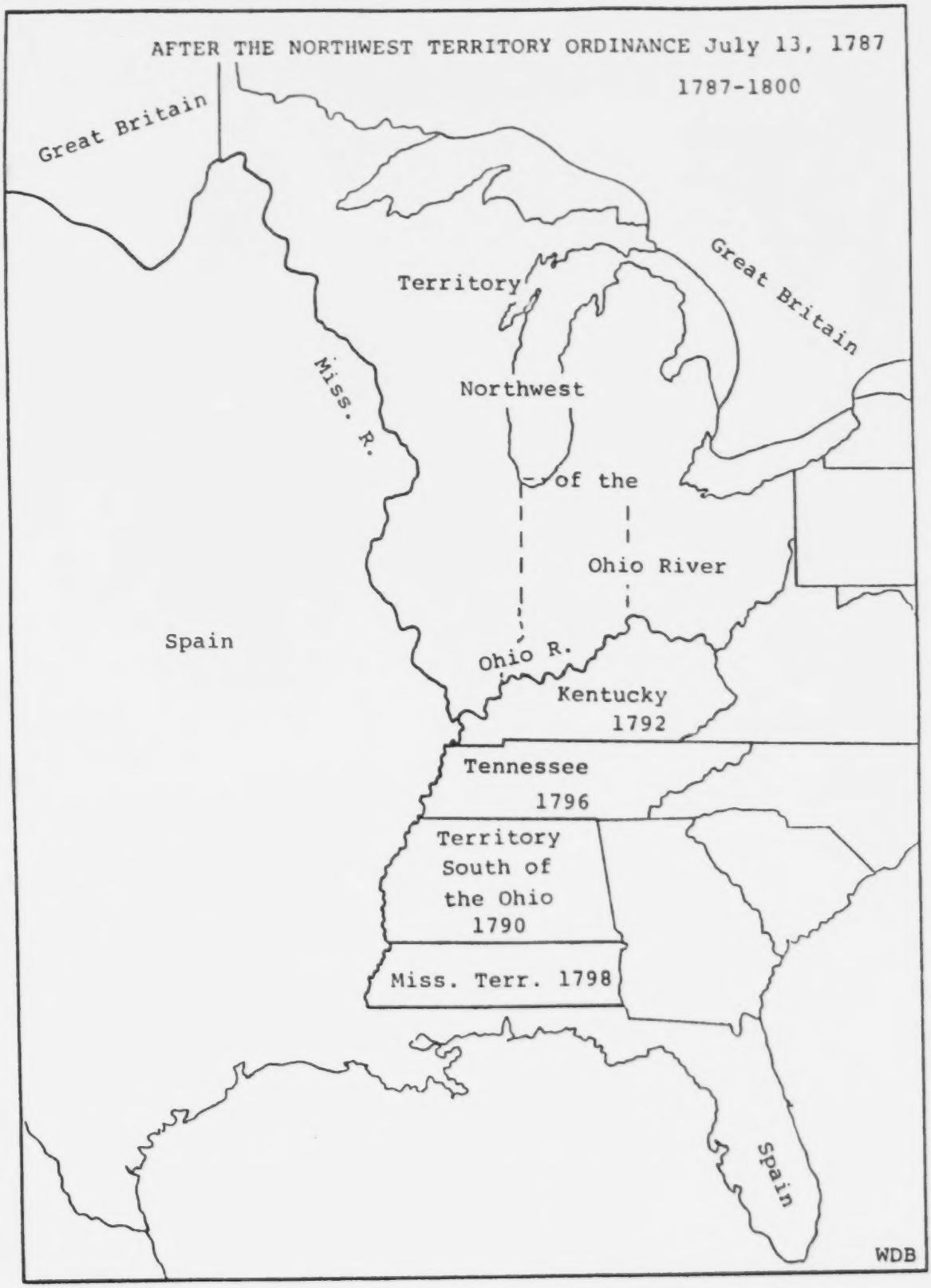
1. Have students study the four maps on the development of Indiana.

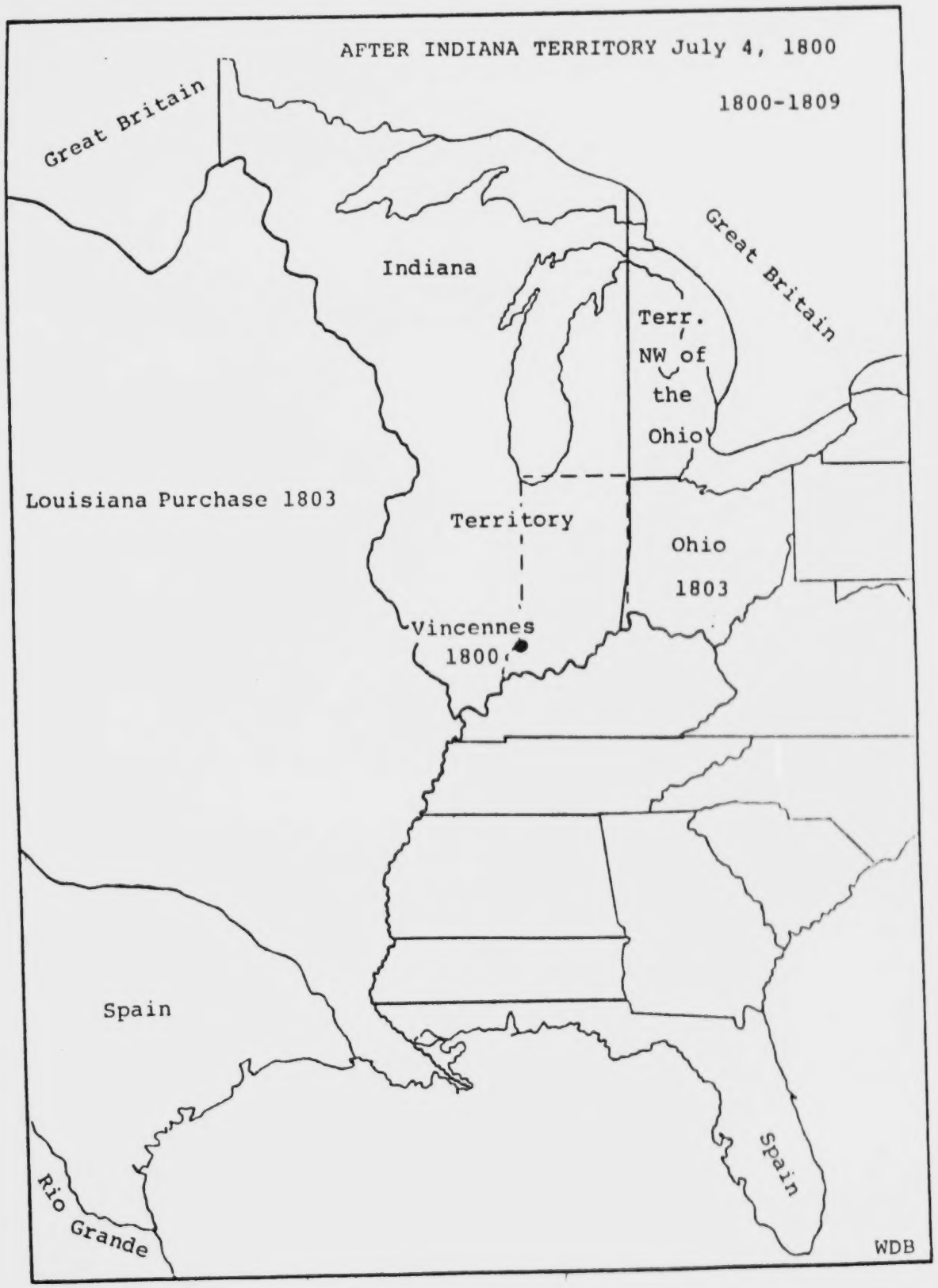
2. Make a list of the information you can interpret from your knowledge of Indiana and these four maps.

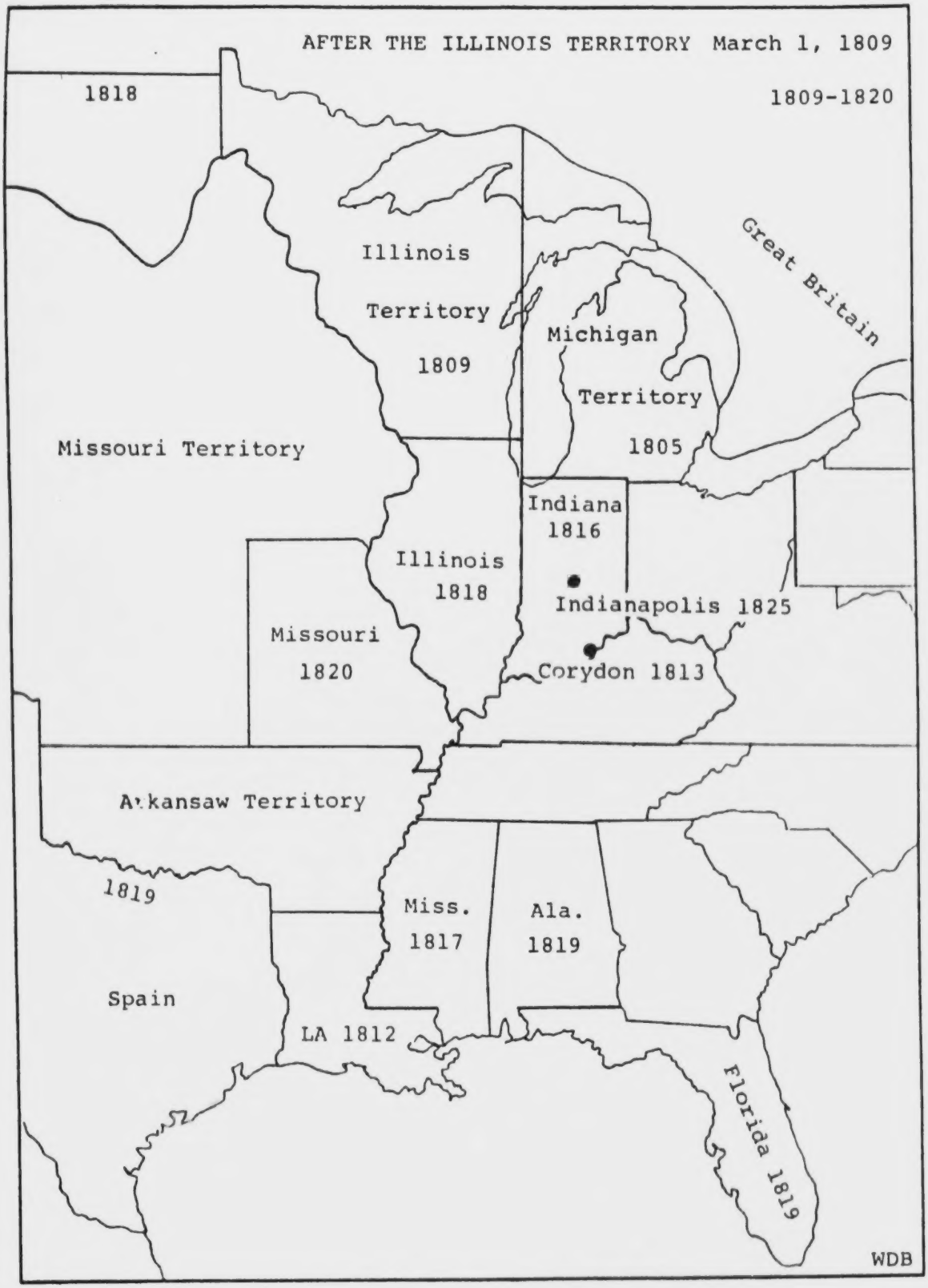
3. Students may make a chart paralleling the development of the United States and Indiana

UNITED STATES	INDIANA
Treaty of Paris, 1783	Area comes under British control


AFTER THE TREATY OF PARIS
1783-1787
Great Britain
Territory
GREAT BRITAIN
Acquired
NY
PA
SPAIN
After
VA
The American
NC
SC
Revolution
GA
SPAIN
WDB


AFTER THE NORTHWEST TERRITORY ORDINANCE July 13, 1787
1787-1800
Great Britain
Great Britain
Territory
Northwest
of the
Miss. R.
Ohio River
Spain
Ohio R.
Kentucky
1792
Tennessee
1796
Territory
South of
the Ohio
1790
Miss. Terr. 1798
Spain
WDB


AFTER INDIANA TERRITORY July 4, 1800
1800-1809
Great Britain
Great Britain
Indiana
Terr.
NW of
the
Ohio
Louisiana Purchase 1803
Territory
Ohio
1803
Vincennes
1800
Spain
Spain
Rio Grande
WDB


AFTER THE ILLINOIS TERRITORY March 1, 1809
1809-1820
1818
Illinois
Territory
1809
Michigan
Territory
1805
Great Britain
Missouri Territory
Indiana
1816
Illinois
1818
Indianapolis 1825
Missouri
1820
Corydon 1813
Arkansaw Territory
1819
Miss.
1817
Ala.
1819
Spain
LA 1812
Florida 1819
WDB

PATHS OF MIGRATION INTO INDIANA

Instructional Activities

1. Discuss how geographic factors determined the paths that settlers followed into Indiana.
   A. Appalachian Mountains
   B. Cumberland Gap
   C. Rivers
   D. Great Lakes

Student Activities

1. Have students determine the paths they think were used by settlers moving into Indiana.

2. On a map of the eastern USA draw the paths settlers used to come into Indiana.

3. Using an Indiana map discuss the development of counties in Indiana.

4. Have students unscramble the names of the first 30 Indiana counties.

MIGRATION WEST

1. Great Lakes Route

   Settlers moved from the northern colonies down Lake Ontario and Lake Huron into Ohio and the interior.

2. Overland Route

   Settlers moved from the northern and upper middle colonies across the Appalachians to Pittsburgh. From Pittsburgh they moved down the Ohio River into the interior.

3. Cumberland Gap Route

   Settlers moved from the middle colonies, through Cumberland Gap into Kentucky.

4. Southern Route

   Settlers moved from the middle and southern colonies around the southern end of the Appalachian Mountain chain. They then spread out across the south or north through Tennessee and Kentucky.

5. Mississippi River Route

   Settlers moved up the Mississippi River and then up the Ohio River.

NAME _____

Routes to the Interior USA
KEY
XXXX Great Lakes
oooo Overland
Cumberland Gap
----Southern
WWMiss. River
The United States, 1783

COUNTIES OF 1816 IN INDIANA

L. Mich

Michigan Territory

KNOX

WAYNE

Indianapolis
(1825)

Unorganized Area

FRANKLIN

DEARBORN

Illinois
Territory

JEFFERSON

JACKSON

SWITZERLAND

N

ORANGE

Vincennes
(1800)

WASHINGTON

CLARK

HARRISON

GIBSON

Corydon
(1813)

PERRY

POSEY

WARRICK

0 50 100Km

0 50 100MILES

WDB

An act of 1861 provided a method of forming new counties by directing that a "majority of the legal voters to be affected thereby, in any district embracing an area of not less than 200 square miles" might petition the boards of commissioners of the "several counties to be affected." The commissioners were required to name a committee of three freeholders from each county to establish the boundaries of the proposed new county and then the question was submitted to the voters. If the vote carried, the commissioners entered orders formally creating the new territory, and the governor named three commissioners to locate the county seat and ordered an election held for the purpose of choosing officials for the new unit.

Other acts provide for the relocation of county seats, and for changing county boundaries. Many a bitter dispute has been waged in Indiana over the location of county seats, but in the main the questions not only of county seats, but boundaries as well, have been firmly established.

Following is a list of the 92 counties in Indiana, their county seats, and the year in which each was organized as a county

County	County Seat	Year	County	County Seat	Year
Adams	Decatur	1836	Lawrence	Bedford	1818
Allen	Ft. Wayne	1824	Madison	Anderson	1823
Bartholomew	Columbus	1821	Marion	Indianapolis	1822
Benton	Fowler	1840	Marshall	Plymouth	1836
Blackford	Hartford City	1838	Martin	Shoals	1820
Boone	Lebanon	1830	Miami	Peru	1834
Brown	Nashville	1836	Monroe	Bloomington	1818
Carroll	Delphi	1828	Montgomery	Crawfordsville	1823
Cass	Logansport	1829	Morgan	Martinsville	1822
Clark	Jeffersonville	1801	Newton	Kentland	1859
Clay	Brazil	1825	Noble	Albion	1836
Clinton	Frankfort	1830	Ohio	Rising Sun	1844
Crawford	English	1818	Orange	Paoli	1816
Daviess	Washington	1817	Owen	Spencer	1819
Dearborn	Lawrenceburg	1803	Parke	Rockville	1821
Decatur	Greensburg	1822	Perry	Cannelton	1814
DeKalb	Auburn	1837	Pike	Petersburg	1817
Delaware	Muncie	1827	Porter	Valparaiso	1836
Dubois	Jasper	1818	Posey	Mt. Vernon	1814
Elkhart	Goshen	1830	Pulaski	Winamac	1840
Fayette	Connersville	1819	Putnam	Greencastle	1822
Floyd	New Albany	1819	Randolph	Winchester	1818
Fountain	Covington	1826	Ripley	Versailles	1818
Franklin	Brookville	1811	Rush	Rushville	1822
Fulton	Rochester	1836	Scott	Scottsburg	1820
Gibson	Princeton	1813	Shelby	Shelbyville	1822
Grant	Marion	1832	Spencer	Rockport	1818
Greene	Bloomfield	1821	Starke	Knox	1850
Hamilton	Noblesville	1823	St. Joseph	South Bend	1830
Hancock	Greenfield	1828	Steuben	Angola	1837
Harrison	Corydon	1808	Sullivan	Sullivan	1817
Hendricks	Danville	1824	Switzerland	Vevay	1814
Henry	New Castle	1822	Tippecanoe	Lafayette	1826
Howard	Kokomo	1844	Tipton	Tipton	1844
Huntington	Huntington	1834	Union	Liberty	1821
Jackson	Brownstown	1816	Vanderburgh	Evansville	1818
Jasper	Rensselaer	1838	Vermillion	Newport	1824
Jay	Portland	1836	Vigo	Terre Haute	1818
Jefferson	Madison	1811	Wabash	Wabash	1835
Jennings	Vernon	1817	Warren	Williamsport	1827
Johnson	Franklin	1823	Warrick	Boonville	1818
Knox	Vincennes	1790	Washington	Salem	1814
Kosciusko	Warsaw	1837	Wayne	Richmond	1811
Lagrange	Lagrange	1832	Wells	Bluffton	1857
Lake	Crown Point	1837	White	Monticello	1834
LaPorte	LaPorte	1832	Whitley	Columbia City	1839

SCRAMBLED COUNTIES

INDIANA COUNTIES BEFORE 1820

1790	XONK	Knox
1801	KLRAC	
1803	ERONRBAD	
1808	RARINOSH	
1811	NARILNFK	
1811	SEFOENJRF	
1811	YENAW	
1813	SIBGON	
1814	YERRP	
1814	SEOPY	
1814	RAWELKINSTZ	
1814	NOTHINGSAW	
1816	SAKCNOJ	
1816	GENOAR	
1817	SDASEIV	
1817	SGEJNINN	
1817	KEIP	
1817	LULNAVIS	
1818	WARCORDF	
1818	BUDSIO	
1818	CENERWAL	
1818	RENOOM	
1818	HOLDANRP	
1818	YELPIR	
1818	NECERPS	
1818	REDRUBVANGH	
1818	VOGI	
1818	RIKCRAW	
1819	TAYFEET	
1819	DOYLF	
1819	NOEW	

SCRAMBLED COUNTIES

INDIANA COUNTIES BEFORE 1820

1790	Knox	1817	Jennings
1801	Clark	1817	Pike
1803	Dearborn	1817	Sullivan
1808	Harrison	1818	Crawford
1811	Franklin	1818	Dubois
1811	Jefferson	1818	Lawrence
1811	Wayne	1818	Monroe
1813	Gibson	1818	Randolph
1814	Perry	1818	Ripley
1814	Posey	1818	Spencer
1814	Switzerland	1818	Vanderburgh
1814	Washington	1818	Vigo
1816	Jackson	1818	Warrick
1816	Orange	1819	Fayette
1817	Daviess	1819	Floyd
		1819	Owen

N
0 10 20 30 40 50
Miles

CITIES OF INDIANA

Instructional Activities

1. With the Indiana highway map discuss how to use the index of cities and towns.

2. Review the cardinal directions as they relate to Indianapolis. (NE, SE, NW, SW, N, W, E, W)

Student Activities

1. Have students use the road map of Indiana to find the cities asked for on the worksheet.

2. Have them write the name of the county and the cardinal direction on the worksheet.

CITIES OF INDIANA

Locate the cities listed below.

1. Find the county in which each is located.
2. Use Cardinal directions in relation to Indianapolis to tell the exact location.

City	County	Direction
1. Fort Wayne		
2. New Castle		
3. Versailles		
4. LaPorte		
5. Corydon		
6. Kokomo		
7. Brazil		
8. Vincennes		
9. South Bend		
10. Peru		
11. Washington		
12. Rensselaer		
13. Nashville		
14. Terre Haute		
15. Princeton		
16. Valparaiso		
17. Lafayette		
18. Muncie		
19. Bloomington		
20. Mt. Vernon		
21. Rising Sun		
22. Plymouth		
23. New Albany		
24. Jasper		
25. Liberty		
26. Greencastle		
27. Jeffersonville		
28. Vevay		
29. Columbus		
30. Paoli		

Teacher Note: Have students use the Indiana road map to locate the cities.

KEY TO CITIES OF INDIANA

City	County	Direction
1. Fort Wayne	Allen	NE
2. New Castle	Henry	NE
3. Versailles	Ripley	SE
4. LaPorte	Laporte	NW
5. Corydon	Harrison	SE
6. Kokomo	Howard	N
7. Brazil	Clay	SW
8. Vincennes	Knox	SW
9. South Bend	St. Joseph	N
10. Peru	Miami	N
11. Washington	Daviess	SW
12. Rensselaer	Jasper	NW
13. Nashville	Brown	S
14. Terre Haute	Vigo	SW
15. Princeton	Gibson	SW
16. Valparaiso	Porter	NW
17. Lafayette	Tippecanoe	NW
18. Muncie	Delaware	NE
19. Bloomington	Monroe	SW
20. Mt. Vernon	Posey	SW
21. Rising Sun	Ohio	SE
22. Plymouth	Marshall	N
23. New Albany	Floyd	S
24. Jasper	Dubois	SW
25. Liberty	Union	E
26. Greencastle	Putnam	W
27. Jeffersonville	Clark	SE
28. Vevay	Switzerland	SE
29. Columbus	Bartholomew	S
30. Paoli	Orange	S

DISTANCE TABLES AND SCALE

Instructional Activities

1. Go over instructions with students on how to use the distance table.

2. Explain map scale and how to measure distance with the Indiana highway map.

Student Activities

1. Have the students use the distance tables to find the answers to the questions on sheet one.

2. Have the students use the scale on the map to determine the approximate distances between cities.

N
NW
NE
W
E
SW
SE
S
South Bend
Goshen
Lagrange
Angola
LaPorte
Crown Point
Valparaiso
Plymouth
Knox
Warsaw
Albion
Auburn
Columbia City
Fort Wayne
Rochester
Winamac
Rensselaer
Kentland
Monticello
Logansport
Peru
Wabash
Huntington
Bluffton
Decatur
Fowler
Delphi
Kokomo
Marion
Hartford City
Portland
Lafayette
Williamsport
Frankfort
Tipton
Anderson
Muncie
Winchester
Covington
Crawfordsville
Lebanon
Noblesville
New Castle
Richmond
Newport
Danville
Indianapolis
Greenfield
Rockville
Greencastle
Connersville
Liberty
Rushville
Shelbyville
Terre Haute
Brazil
Martinsville
Franklin
Brookville
Greensburg
Spencer
Bloomington
Nashville
Columbus
Sullivan
Bloomfield
Versailles
Lawrenceburg
Vernon
Rising Sun
Brownstown
Madison
Vevay
Vincennes
Washington
Shoals
Bedford
Scottsburg
Salem
Paoli
Petersburg
Jasper
Princeton
English
New Albany
Jeffersonville
Corydon
Boonville
Mt. Vernon
Evansville
Cannelton
Rockport
Indiana County Seats

MAP AND GLOBE SKILLS - DISTANCE TABLES

Use the distance table to help you answer the following questions.

	Evansville	Indianapolis	Madison	Marion	Michigan City	Muncie	New Castle	Richmond	St. Louis, Mo.	South Bend	Terre Haute	Toledo, Ohio	Valparaiso
Indianapolis	168												
Madison	158	88											
Marion	233	65	144										
Michigan City	289	151	239	119									
Muncie	223	54	110	32	151								
New Castle	216	48	90	52	171	20							
Richmond	135	66	103	72	191	40	29						
St. Louis, Mo.	170	242	280	307	323	296	290	308					
South Bend	300	138	226	94	34	126	146	166	355				
Terre Haute	112	71	142	136	176	125	113	137	171	189			
Toledo, Ohio	383	220	271	155	180	172	192	172	460	146	291		
Valparaiso	273	140	228	114	22	146	166	136	307	48	161	194	
Vincennes	54	116	129	181	234	170	164	185	151	247	58	336	219

1. What is the distance from Evansville to Toledo, Ohio? _____miles

2. What is the distance from St. Louis, Mo., to Indianapolis? _____miles

3. How far would a salesman travel on the following trip? Evansville to Indianapolis, Indianapolis to Terre Haute, Terre Haute to St. Louis, Mo., and St. Louis, Mo. to Evansville. _____miles

4. Which city listed in the table is the nearest to Evansville?_____

5. Which city is the farthest from Evansville? _____

6. How much farther from Evansville is Toledo, Ohio, than St. Louis, Mo.? _____ miles

7. Which two cities listed in the table are the closest together? _____ and _____

8. If a car averaged 42 miles per hour, how long would it take to go from Evansville to Indianapolis? _____

MAP AND GLOBE SKILLS - SCALE

Determining Distances on a Map

Using the map of Indiana determine the approximate distances between the following locations.

1. Evansville and Princeton _____
2. Evansville and Mt. Vernon _____
3. Evansville and Terre Haute _____
4. Evansville and Indianapolis _____
5. Indianapolis and Terre Haute _____
6. Madison and Indianapolis _____
7. Ft. Wayne and Indianapolis _____
8. Hammond and Indianapolis _____
9. South Bend and Evansville _____
10. Richmond and Terre Haute _____

ANSWER KEY TO DISTANCE TABLES LESSON

1. 388 miles
2. 242 miles
3. 720 miles
4. Vincennes
5. Toledo, Ohio
6. 218 miles
7. Muncie and New Castle
8. 4 hours

ANSWER KEY TO DETERMING DISTANCES ON A MAP (All answers are approximate)

1. 25 miles
2. 20 miles
3. 110 miles
4. 160 miles
5. 70 miles
6. 85 miles
7. 70 miles
8. 120 miles
9. 300 miles
10. 135 miles

LESSONS ON THE NORTHWEST ORDINANCE

by

JOHN J. PATRICK
Director, Social Studies Development Center
Indiana University

These lessons were developed in 1986 as part of a program of the Social Studies Development Center at Indiana University: THE BICENTENNIALS OF '87 AND CITIZENSHIP EDUCATION IN INDIANA.

This program has been made possible through a matching grant from the Indiana Committee for the Humanities in cooperation with the National Endowment for the Humanities.

LESSONS ON THE NORTHWEST ORDINANCE

THIS PACKET INCLUDES THE FOLLOWING MATERIALS:

A. An Introduction to LESSONS ON THE NORTHWEST ORDINANCE

B. Six Lessons for Use in Secondary School Courses
By John J. Patrick, Director of the Social Studies Development Center and Professor of Education at Indiana University

Lesson 1: The Northwest Territory, 1780-1787
Lesson 2: What Is The Northwest Ordinance?
Lesson 3: What Does The Northwest Ordinance Say About Governance?
Lesson 4: What Does The Northwest Ordinance Say About Civil Liberties and Rights?
Lesson 5: The Northwest Ordinance And Indiana's Advancement To Statehood
Lesson 6: Timetable Of Main Events

C. The Northwest Ordinance and Constitutional Development in Indiana
By James H. Madison, Professor of History at Indiana University

The materials in this packet were developed as part of a program of the Social Studies Development Center at Indiana University: THE BICENTENNIALS OF '87 AND CITIZENSHIP EDUCATION IN INDIANA.

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LESSONS ON THE NORTHWEST ORDINANCE

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The author of these LESSONS ON THE NORTHWEST ORDINANCE is John J. Patrick, Director of the Social Studies Development Center and Professor of Education at Indiana University.

Consultants in development of these LESSONS ON THE NORTHWEST ORDINANCE are James H. Madison, Professor of History at Indiana University, James Weimer, Social Studies Teacher at Tri-North Middle School of Bloomington, Indiana, and Patricia Wilson, Social Studies Teacher at Bloomington High School North, Bloomington, Indiana.

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The book of documents, INDIANA'S ROAD TO STATEHOOD, which is included in this packet of materials, was donated by the Indiana Historical Bureau. This donation was made by Pamela J. Bennett, Director, and Lisa A. James, State Coordinator of the Indiana Historical Bureau. Teachers who want to order copies of INDIANA'S ROAD TO STATEHOOD should contact the Indiana Historical Bureau, 140 North Senate Avenue, Indianapolis, Indiana 46204.

Anyone desiring more information about this packet of LESSONS ON THE NORTHWEST ORDINANCE should contact John J. Patrick, Director of the Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, Indiana 47405.

AN INTRODUCTION TO LESSONS ON THE NORTHWEST ORDINANCE

The Northwest Ordinance of 1787 is a basic document in the American heritage. Historians and civic leaders have claimed it is outranked in importance, among the state papers of the United States, only by the Declaration of Independence and the Constitution. In promising gradual and orderly development of representative government and guaranteeing eventual statehood on an equal basis with other states of the Federal Union, the framers of the Ordinance tied the western territories to the nation with firm legal bonds. Furthermore, the Northwest Ordinance embodied the idea, even before the Bill of Rights, that there are certain fundamental civil liberties and rights to which all Americans are entitled, such as freedom of religion and due process in legal proceedings. The Northwest Ordinance, unlike the Constitution of 1787, prohibited slavery in the territories to which it applied.

The Northwest Ordinance is a document of enduring significance, because it includes core civic values and principles of the American heritage. Thus, it is among the most important legacies Americans have and is worthy of special recognition in the education of citizens. It ought to be emphasized in social studies courses, such as those in American history, civics, and government.

The purpose of this packet of lessons is to make it easier for teachers to include substantial instruction about the Northwest Ordinance in their secondary school courses. Each of the six lessons in this packet includes a lesson plan for teachers and a lesson for students to study. IT IS EXPECTED THAT TEACHERS WILL MAKE COPIES OF THE LESSONS AND DISTRIBUTE THEM TO STUDENTS IN THEIR CLASSES.

The following statements describe distinctive characteristics of the lessons.

1. Lessons are concise and can be completed in one or two class meetings. However, teachers may choose to spend more time on a particular lesson by requiring students to examine documents in detail and to write elaborate responses to essay questions.

2. Each lesson can be used singly, without reference to other lessons in the packet. However, the lessons do fit together and can be used most effectively as a set of six lessons.

3. Each lesson includes a clear statement of purposes, well organized subject matter that pertains directly to the purposes, and provision for student application of the subject matter to answer questions or complete activities that fit the purposes of the lesson.

4. Each lesson fits the curriculum or general objectives of secondary school courses in American history. The lessons also are likely to conform to curriculum guides and objectives of courses in civics and government.

THE NORTHWEST ORDINANCE AND CONSTITUTIONAL DEVELOPMENT IN INDIANA

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The Northwest Ordinance

and Constitutional Development in Indiana

The immediate origins were ominous: it was passed on Friday, the 13th of July, 1787, by a legislative body soon to become extinct. But in approving the Northwest Ordinance the Articles of Confederation Congress bequeathed to the new nation a document of fundamental and enduring significance, a document that came to rank next only to the Declaration of Independence and the constitution of 1787 as testimony to the achievements of the founding generation.

The immediate purpose of the Northwest Ordinance was to provide for government in the largely unsettled lands north and west of the Ohio River. But in meeting that objective the framers of the Ordinance found themselves entangled in the most difficult political questions facing that first and succeeding generations of American citizens. In the Northwest Ordinance Americans confronted the challenges of representative government, of the westward movement, of federalism, of sectionalism and slavery, of individual rights and freedoms, and of democracy. Because it touched the cords of such basic issues in American history, the Northwest Ordinance was not only a fundamental document in the nation's development but also a controversial document. For western settlers especially its meaning and operation wrought tension and discord even as it bound them

firmly to the new nation.

THE NORTHWEST ORDINANCE

While still at war with the British the American leaders debated how the lands west of the Appalachian Mountains would be incorporated into their new nation. It was, some thought, desirable to create and maintain this vast territory as a perpetual colonial dependency. At the other extreme of options was immediate statehood. The American solution was a compromise between those two options, a compromise embodied in the Ordinance of 1787. The revolutionary generation rejected perpetual colonial status for the western territory in part because they had experienced that unhappy condition themselves. They knew also that if these new lands were soon to attract large numbers of settlers they had to offer something other than a return to the dependent colonial status of the British Empire. Recent experience told all Americans the fate of such empires.

While not wishing to create a permanent empire, many political leaders believed that immediate self-government and statehood were foolhardy. The western lands were sparsely settled and unable economically or politically to support state governments that would be the equal of Pennsylvania or even Rhode Island. Indeed, some of the generation of the 1780s argued that the first settlers onto a new frontier were themselves nearly as "barbarous" as the Indian inhabitants and could not be trusted to govern themselves. A period of dependency would allow not only for simple population growth but also for development of a more mature and responsible population, one composed of hardy yeomen

farmers capable of self-government. <1>

The compromise approach between perpetual colonial dependency and immediate statehood rested on a developmental model central to the hopes of this generation of Americans. They assumed that theirs was a novel experiment in government, one that would work only if it allowed for expansion and growth. Population growth and the urge to move west would lead to rapid settlement of the new lands. If the new government was to succeed, it must prepare for and encourage this expansion, not in a haphazard manner but in a way that allowed for orderly and responsible settlement and encouraged sure transfer of fundamental American institutions to the new land. The Ordinance of 1787 was directed to these objectives.

Rather than granting immediate statehood and representative government to the territory north and west of the Ohio River the Ordinance provided for a developmental progression through three stages of government. The first stage provided for neither representative nor democratic government. Instead, a territorial governor, a secretary, and three judges would constitute the government. They were not elected by the people they served, but rather were appointed by the national government. And they were supreme within their sphere, governing without the influence or participation of the people of the territory. <2>

Movement from this first to a second stage of government was possible when the population of the territory grew to 5,000 "free male inhabitants of full age." Then the free adult males who owned fifty acres of land could vote to elect representatives to the lower house of a territorial legislature, though they could

choose as representatives only from those of their fellow settlers who owned at least 200 acres of land. (These property qualifications reflected the conservative tendencies of the Ordinance's framers and were generally more restrictive than those that prevailed in the thirteen states.) The lower legislative body, the territorial house of representatives, in turn could nominate ten men, provided they each owned at least 500 acres of land, for consideration as members of the upper house of the legislature. The national government would then appoint the five actual members of the legislative council from the list of ten nominees. The house and the legislative council together elected a delegate to Congress to represent the territory's interests, though he could not vote in the national body. The territorial legislature could pass laws, provided they did not contradict the provisions of the Ordinance and provided they had the approval of the governor, who had an absolute veto power. The governor also had the power to dissolve the legislature at his pleasure.

Passage to the third and final stage of government came when the territory's free inhabitants numbered at least 60,000. Then the territory could enter the Union "on an equal footing with the orignial States, in all respects whatever." And the people would "be at liberty to form a permanent constitution and State government." The Ordinance stipulated also that the whole territory would eventually consist of between three and five states.

These three stages marked the evolution from dependent to

representative government. The framers of the Ordinance foresaw a gradual, upward progression as the westward movement proceeded and assumed an orderly and systematic unfolding of their developmental model of settlement and government. The national government would follow the settlers west and provide government for them until the process of development allowed for self-government. Above all, the Ordinance held out to settlers the absolute commitment of statehood. There were no tests or obstacles other than the simple one of population size. The westward moving pioneer would leave his home state but would eventually become a citizen of a new state, with all the rights enjoyed in the original thirteen.

GOVERNMENT IN THE NORTHWEST TERRITORY, 1788-1800

The Ordinance of 1787 represented widely shared notions about the development and nature of government, western lands, the new nation, and the human character. It became controversial nonetheless, even for some who subscribed to its basic assumptions. Almost immediately there was discord and conflict over the meaning of the document.

The initial tension centered around the character and the legitimate power of the first governor of the Northwest Territory, Arthur St. Clair. A retired revolutionary war officer afflicted with gout, St. Clair arrived at the territorial capital in Marietta in July, 1788, and soon developed a reputation for an arbitrary and condescending attitude toward the people he governed. Indeed, some settlers began to compare the haughty St. Clair to royal governors of the colonial period and even to the

hated King George III. Rather than free Americans they had become subjects of a monarch, they asserted, their condition even less free than that before the Revolution.

As pioneers moved over the mountains and down the rivers to the West, population growth permitted stepping to the second stage of territorial government in 1798. But bitterness persisted, particularly over St. Clair's veto of several pieces of legislation passed by the new territorial legislature. Opponents of St. Clair led the movement toward statehood for the eastern edge of the territory. With population growth on their side, their principal victory came in 1800, when Congress approved division of the territory into two. The newly created Indiana Territory encompassed the western two-thirds of the original Northwest Territory, extending west to the Mississippi River and north to the Canadian boundary. The southeastern portion became in 1803 the new state of Ohio, entering the Union on an equal footing as promised in the 1787 Ordinance. <3>

GOVERNMENT IN THE INDIANA TERRITORY, 1800-1816

The Indiana Territory created in 1800 faced most of the political problems that had plagued the Northwest Territory under Governor St. Clair. But movement through the developmental stages was more rapid, and claims for self-government received more favorable responses. <4>

The governor of the Indiana Territory from 1800 to 1812 was William Henry Harrison. A Virginia gentleman born in 1773, young Harrison had served with General Anthony Wayne at the Battle of Fallen Timbers in 1794. In 1799 he was elected as the first

delegate to represent the Northwest Territory in Congress. Though not able to vote Harrison effectively argued for western interests in Washington, most notably in passage of the Land Act of 1800, which made possible easier purchase of western lands. In May, 1800, President John Adams appointed the twenty-seven-year old Harrison governor of the newly created Indiana Territory. In the next dozen years he faced many challenges, especially as he conducted an aggressive campaign of treaty making, land purchase, and eventually war with the Indians of the territory, culminating in the Battle of Tippecanoe in 1811 and the War of 1812 that followed. But Governor Harrison soon discovered also that he had to face opposition from among his fellow settlers.

As stipulated under the Ordinance of 1787, the government of Indiana Territory in 1800 consisted of the governor, a secretary, and three judges. The white citizens of the territory, numbering 5,641 pioneers in 1800, had no voice in this government, a condition they soon came to protest. Louder and louder were their voices to move quickly to the second stage of government as stipulated under the Ordinance. Governor Harrison resisted for a time, but in 1804 he approved a vote on the question. The majority vote approved movement to the second stage and, following another election, led to the first session of the Indiana General Assembly, held at Vincennes in summer, 1805.

Indiana now had a semi-representative legislative body, but it could be prorogued and dissolved at the wish of the governor, and its will could be overridden by his absolute veto power. The territory had a representative in Congress, but he was appointed

by the legislature rather than elected by the people, and he could not vote in Washington. These restrictions became increasingly objectionable to a growing number of settlers and caused a widening divergence between Governor Harrison and the territorial legislature. As colonials had in the years before 1776, Indianans appealed to the national government for fuller representation and justice. As one citizens' petition to Congress argued, we wish "to preserve our rights unsullied as they were when handed to us by the patriots of Seventy Six...." <5> The Indiana House in 1808 petitioned Congress for the right to elect their delegate to Washington rather than have him appointed by the legislature. And in that same petition the territory's legislators urged that Congress repeal "that part of the ordinance which vests in the Governor of this Territory an absolute negative on all acts and also that part which confers on him the power of Progueing [sic] and dissolving the General Assembly when in his opinion it shall be expedient...." <6>

Congress refused to diminsh the power of the governor, but it did respond to the first request in 1809 by granting the voters of the territory the right to elect their delegate to Washington and to elect also the five members of the legislative council. The resulting election, held that year, produced not only an exercise in more representative government but also brought to the forefront the leading political opponent of Governor Harrison. Jonathan Jennings was a twenty-five-year-old lawyer opposed to Harrison's tight hand on Indiana politics and government. Not only did Jennings beat Harrison's candidate in

the congressional delegate election of 1809, he also began to gather about him a group of politicians and a settler following determined to remove Harrison and his friends from office. Their motives doubtless mixed between a wish for the benefits of office for themselves and their genuine commitment to more democratic government.

Jennings and his political associates charged that Harrison was the leader of an aristocratic faction, a faction determined to keep the people of Indiana subservient just as the British crown had done to its colonial subjects. Such charges were doubtless exaggerated for political effect, but they produced results that soon democratized government. Fundamental to the strength of the Harrison faction, opponents charged, was the property qualificiation for voting, originally set in the Ordinance of 1787 at 50 acres. As early as 1802 settlers had petitioned Congress for removal of this obstacle to voting. In 1810 the territorial legislature formally petitioned Washington, and Congress responded by granting the suffrage to all free white adult taxpaying males resident in the territory one year, whether or not they owned property.

Still there remained the power of the governor. Unlike St. Clair or some earlier British governors Harrison showed moderate flexiblity and responsiveness to popular wishes, but he seldom moved as quickly and completely as an increasing number desired. His appointive position and the large power granted him by the 1787 Ordinance aroused growing discontent. When, for example, the legislature voted to move the territorial capital from Vincennes to Madison, Harrison vetoed the bill. The only way to

diminish that large executive power was to progress to the third stage promised by the Ordinance of 1787.

The Indiana House petitioned Congress on December 11, 1811, to grant statehood. The legislature's memorial questioned the wisdom of the framers of the Northwest Ordinance in "giving to the Territorial or coloneal [sic] governments the singular Monarchal shape they now exhibit." In particular, the citizens of Indiana "think it hard to be in a degree disfranchised as a people when they have done no crime, but by their migration thither confered a benefit to the United States." To remedy these unhappy conditions, the legislature solomenly appealed to Congress that Indiana "be admitted as an independent [state] into the Union upon the same footing as one of the original states." <7>

The distractions of the War of 1812 pushed the issue of statehood aside for a time. The defeat of the British and, more important, the removal of the Indian threat paved the way for an invigorated movement for statehood. In addition, the flow of new settlers into the territory now became a flood, even before peace with Britian was formally declared. Here the developmental model and simple promise of the Northwest Ordinance came to full flower. The Indiana legislature in 1814 resolved to take a count of the territory's population. This was done in 1815 and showed a total number of 63,897, thus exceeding the minimium number requisite for statehood. The legislature thus petitioned Congress to allow an election of delegates to prepare a constitution.

The movement for statehood in 1815-1816 did arouse opposition. The largest objection came from those who argued that the territory was not financially ready for statehood. In the previous dozen years about two thirds of the annual territorial expenditures were paid from federal appropriations. This federal aid would end with statehood, and, opponents argued, Indiana taxpayers would not be able to make up the difference. Indeed, in a lament genetic to Hoosiers from this first generation to the present they asserted that taxes already were too high. Territorial Governor Thomas Posey, who had been appointed in 1813 to replace Governor Harrison (who had resigned in 1812 to fight Indians and the British), expressed these concerns in a letter to Secretary of State James Monroe in early 1816. The people were "very restlessss to go into State Government," Posey admitted, but at least two thirds of them were too poor to pay anything to support this new government. Moreover, according to Posey, there was "a great scarcety [sic] of talents, or men of such information as are necessary to fill the respective Stations, & Offices of government." Gloomily the governor concluded, "We have numbers sufficient, & that is all we can boast of." <8>

But under the promise of the Ordinance of 1787 numbers were all that was necessary. With 60,000 Hoosiers of whatever wealth or talent there was no containing the popular wish for statehood. The lockstep, developmental promise of the Ordinance of 1787 worked its effect. Congress had little choice but to grant the petition for statehood, stipulating in April, 1816, that Hoosiers could elect delegates to a constitutional convention.

STATEHOOD

The forty-three men who gathered in the heat and humidity of Corydon in the summer of 1816 to frame a constitution had constantly before them memories of government under the Northwest Ordinance. The majority faction in the convention, led by Jonathan Jennings, was determined to create the most representative and democratic government possible. Not all shared this view. The Jennings people were, a critic charged, "empty bablers, democratic to madness." <9> The minority faction, many of whom had allied themselves with Harrison in territorial days, were more moderate in their enthusiasm. The constitution that resulted from their debates showed the majority's successful determination to keep power dispersed and close to the people rather than concentrated and distant as it had been in territorial days.

Indicative of the majority sentiments were the provisions for the state executive. There would be no governor of Harrison's and certainly not St. Clair's power in the new state. The constitution provided the governor a veto power, but any veto could be overriden by a simple majority vote in each house of the legislature. Moreover, there would be no repetition of Harrison's twelve years of continuous rule: the state governor could have only two three-year terms in any nine-year period. The other side of the coin of a weaker executive was a stronger legislature. The General Assembly would be the dominant branch of government. And it would be close to the people, with the senators elected every three years and the representatives every

year. Most important of all, the constitution granted suffrage to every white male citizen twenty-one years of age who had resided in the state one year. There was no property or tax-paying qualification, a provision that made Indiana's suffrage more liberal than that of many states. <10>

Statehood, formally approved by President James Madison on December 11, 1816, brought a government that was more representative and closer to the people. In addition, fulfillment of the promise made in 1787 of equality with the original states meant that Indiana also now had a firm and full voice in the national government. The federal constitution's guarantee of two senators to each state combined with a growing Indiana population and therefore a growing number of representatives to give Hoosiers a meaningful influence in Washington. That participation was doubtless one of the factors that tied Indianans firmly to the national government, helping boost their claim then and everafter that they were among the most American of Americans. Any resentment of colonial status in the years before 1816 was washed away in the constitution of 1816 and the new sense of nationalism.

THE ARTICLES OF COMPACT AND THE QUESTION OF SLAVERY

In providing a means for orderly political development the Northwest Ordinance did not allow for immediate representative government. The Ordinance did, however, promise new settlers certain fundamental rights to which they were entitled from the very beginning. These rights were contained in six "articles of compact between the original States and the people and States in

the said territory...." They constituted an advanced statement of American freedoms and rights, many of which the new government would soon include in the Bill of Rights.

The first article of compact promised religious freedom; the second guaranteed due process of law, including trial by jury; the third encouraged establishment of schools and justice toward Indians in the territory; the fourth reiterated federal sovereignty over the territory; the fifth promised eventual statehood "on an equal footing with the original States..."; and the sixth, final, and most controversial article of compact stipulated that "There shall be neither slavery nor involuntary servitude in the said territory...." <11>

The articles of compact were intended to and doubtless did reassure westward moving pioneers that they would not risk surrender of these fundamental rights. And they served also as guides for territorial officials and state constitution makers. Indiana's constitution of 1816 reiterated and extended the fundamental rights promised in the 1787 Ordinance, including a very strongly stated commitment to education and prohibition of slavery.

It was the question of slavery that caused most difficulty. Article VI of the Northwest Ordinance was one of the earliest shots in the war over slavery that would end only at Appomattox Courthouse. Just why the southern majority in the Confederation Congress agreed to the article is not known, but agree they did. <12> It was an agreement many early Hoosiers regretted, for the prohibition of slavery in Indiana Territory soon became most

vexatious to them.

Soon after the territory was created there began a movement to repeal Article VI of the Ordinance. Responding to appeals from Indiana residents and professing to a belief that a majority of the territory's people wanted slavery, Governor Harrison called a special convention, which in December, 1802, resolved in favor of a ten-year suspension of Article VI. The convention asserted that because slaveholding emigrants will not settle in Indiana the territory's promised development would be retarded and statehood delayed. When Congress refused to respond to this and other appeals, Indiana acted on its own.

The first session of the territorial legislature, meeting in 1805, passed a proslavery act that, in the lament of Vincennes resident John Badollet, "trampled on the Ordinance of Congress" in an "outrageous manner." Indeed, Badollet and others charged, the purpose of Harrison and his associates in moving to "the second grade of Government was the introduction of Slaves." <13> The law they passed in 1805 permitted a slaveowner settling in Indiana to make a contract with his slaves that specified a term of service. The indenture could be made for any number of years. Most indentures in Indiana were between twenty and forty years, some for as long as ninety. These contracts had the force of law and allowed slavery to exist under the subterfuge of indenture. <14>

And exist it did, although the exact number of slaves in Indiana is impossible to determine. The census of 1810 counted 237 slaves and 393 free blacks, but it is most likely that many of those listed as free were in fact indentured servants whose

lives were no different from those listed as slaves. Among Indiana's slaveowners were Governor Harrison and Governor Posey as well as many other prominent citizens.

Following passage of the 1805 indenture law the Indiana legislature continued to petition Congress to suspend Article VI so that slavery might exist openly and fully. A resolution in 1806 asserted again that unless slavery were allowed southerners would bypass Indiana and the territory would "for many years remain in its present situation, its citizens deprived of the greater part of their political rights...." Slavery, in this view, would be a boon to democracy--at least for white Hoosiers. In a petition to Congress in 1807 the teritorial legislature even suggested that legalizing slavery would profit slaves as well, arguing that in Indiana "slaves, possessed in small numbers by farmers, are better fed and better clothed than when they are crowded together in quarters by hundreds." <15>

The arguments favoring slavery did not go unanswered. Several antislavery conventions met and passed resolutions condemning slavery and the movement to encourage it. From Clark County in 1807 came a petition asserting that not only was slavery "repugnant to the inestimable principles of a republican Government," but that many settlers who had come and will come had "emigrated to this Territory to get free from a government which does tolerate slavery." <16> These and other antislavery arguments grew in tone and weight. And finally at the 1810 session of the legislature a majority voted to repeal the 1805 act that allowed indenture of blacks.

The debate over slavery in Indiana Territory reflected and developed out of a complex variety of factors. It reflected most brightly the several streams of population migrating to the territory. Most notably, Indiana did not attract nearly as large a proportion of New Englanders, who generally and increasingly opposed slavery, as did other parts of the Northwest. Ohio in particular had no quarrel over slavery comparable to Indiana's because of the strong antislavery position of the very large New England population there. Indiana's population was primarily from the South, moving in a stream that flowed from Virginia and the Carolinas across the mountains and into Tennessee and Kentucky and then north across the Ohio River. Indicative of that southern characteristic was the fact that all but nine of the forty-three members of the 1816 constitutional convention had come to Indiana from south of the Mason-Dixon line. And as late as 1850 44 percent of Indiana's non-Hoosier-born population had been born in the South. <17>

The support for slavery was thus partly a reflection of the slaveholding origins of this southern population. But not all southerners who came to Indiana owned slaves or accepted the institution as desirable or even as a necessary evil. Indeed, as the Clark County petition quoted above indicates, many southerners crossed the Ohio to escape slavery. Mostly small farmers, they did not wish to compete with slave labor, did not wish to work and live near blacks, and, in some cases, as with the large numbers of North Carolina Quakers who migrated to Indiana, firmly opposed on moral and humanitarian grounds the South's peculiar institution. It is likely that this southern

population that was opposed to slavery grew in proportional size as time passed in Indiana Territory. And they were agumented by a trickle of New Englanders and a larger number of migrants from Ohio and the Mid-Atlantic states. The result by 1810 was a population whose legislative representatives voted to repeal the indenture law passed five years earlier and a population whose delegates to the constitutional convention of 1816 likewise prohibited slavery even though the large majority were themselves from the South.

There is an additional ingredient in the opposition to slavery. Supporters of slavery tended to be closely allied to Governor Harrison. And as opposition to Harrison grew, it became politically expedient to castigate the Harrison faction in territorial politics as a slaveholding aristocracy bent on denying representative government and democracy. Jennings and his supporters did just that. Indeed, the political division took on a geographic tone. Harrison's supporters were most numerous and powerful in western Indiana, especially around the territorial capital at Vincennes. The Jennings faction was strongest in eastern and southeastern Indiana, especially in the Whitewater Valley, the area that by 1810 was growing most rapidly and was most strongly opposed to slavery. The question of slavery thus became entangled with political factions and ambitions and with the struggle for more representative government. It is too much to assert, as one scholar did a hundred years ago, that in redeeming itself from slavery Indiana prepared the way for democratic self-rule <18>, but there was a connection,

politically and ideologically, as there would be whenever the issues of slavery and freedom were argued in the years before 1861.

The struggle over slavery in Indiana continued into the constitutional convention of 1816. There the dominance of the Jennings group, with their commitment to abolishing slavery, produced a constitution that prohibited the institution. Indeed, the convention attempted even to bind future generations to an antislavery stance. Article VIII stated that "as the holding any part of the human Creation in slavery, or involuntary servitude, can only orginate in usurpation and tyranny, no alteration of this constitution shall ever take place so as to introduce slavery or involuntary servitude in this State...." <19>

The constitution did leave some uncertainty, however, about the status of blacks held in slavery and under indentures made before 1816. In western Indiana especially some slaveowners continued to hold their human property into the 1820s. But they were the last remnants of a cause that died in Indiana long before 1862.

It must be noted that majority opposition to slavery did not mean majority commitment to equality for blacks. On the contrary, slaves and free blacks in Indiana were denied full rights as Indiana and American citizens. Territorial legislation and the state constitution granted suffrage only to white males. Blacks also were excluded by the constitution from serving in the militia. The representative government created in 1816 was for white men only. Blacks Hoosiers would not be able legally to vote until the election of 1870. Women had to wait more than a

hundred years after statehood.

THE NORTHWEST ORDINANCE AND AMERICAN HISTORY

Encased behind plastic in shopping malls and school hallways across America are fundamental documents in the nation's history. The Northwest Ordinance is always there, and deserves to be. The Ordinance is a fundamental document because it represents an immediate and successful answer to the question of what to do about government in the West. In many respects it was, as one scholar has writtten, "the most magnanimous colonial policy the world had ever seen." <20> Most certainly it was a remarkable improvement over the colonial policy of the British Empire, largely because of the lessons Americans chose to learn from their experience in that empire. In promising gradual and orderly development of representative government and guaranteeing eventual statehood on an equal basis, the framers of the Ordinance tied the growing West to the nation, not with bonds of imperial force but with reciprocal, heartfelt nationalism.

The Ordinance of 1787 is a fundamental document not only in its successful solution to the problem of government for the West; it speaks also to other broad and basic issues in American history. To the issue of federalism, for example, the Ordinance indicates the sovereignty of the national government, a position that would be more fully stated in the constitution of 1787. The states that developed under the Ordinance were not self-created entities but creatures of the central government, entering the Union in an almost mechanical way. Implicit in the Ordinance,

therefore, was a diminution of statehood, a diminution necessary for development of the strong central government. <21> And the experience of government under the Ordinance shows also the vitality of politics and government beyond the halls and offices of Washington. Indiana chose for a time to flout the national government in allowing slavery to exist in the territory. It would not be the last time Hoosiers would thumb their noses at the federal government. From 1800 to the present there has been a tension between state and national governments that has sometimes worked ill but often has kept either entity from straying too far in directions that threaten fundamental rights and freedoms. <22>

The Northwest Ordinance is a fundamental document also because it reflects the importance of the westward movement in American history. While it contains elements of eastern conservative fear, as in its property qualifications, it indicates more forcefully the optimism and hope of this founding generation that America would grow and expand. The nation did grow and it did expand westward, rapidly and forcefully. There were costs, including those to the Native Americans in the way of this expansion, but the westward movement was by nineteenth and twentieth century Americans usually judged a success of unparalleled proportions, an essential part of defining the very notion of being an American. <23>

The Ordinance speaks to issues of sectionalism as well as nationalism. Its conservative elements reflect fears that the West might grow in directions unfavorable to the eastern states. Too rapid settlement might depopulate the east and cause economic

competition. More important, the Ordinance struck sectional chords in prohibiting slavery in the territory, raising an issue that would endure until finally addressed in civil war.

And the Ordinance is an enduring document because it presents, even before the Bill of Rights, the notion that there are certain fundamental rights to which all Americans are entitled. Even in emigrating beyond the protection of the thirteen states settlers will be protected by the assumption of inalienable rights, specifically stated in the Ordinance and restated and expanded in later promises and compacts made between federal and state governments and the people.

And finally the Ordinance is a major document because it is a controversial one. Its immediate context was controversial, vividly shown in opposition to Governors St. Clair and Harrison. And the larger contexts and meanings engendered bitter controversy among Americans, over slavery and sectionalism, representative government, federalism and states' rights, western expansion, and individual freedom. For two centuries Americans have debated these issues.

The Ordinance of 1787 thus allows insight into some of the most fundamental and enduring issues in American history. It can not surpass in significance the constitution of that same year, but celebrations of the achievements of 1787 must certainly not neglect the lesser document. It is among the most important legacies Americans have.

NOTES

1. Robert F. Berkhofer, Jr., "The Northwest Ordinance and the Principle of Territorial Evolution," John Porter Bloom, ed., The American Territorial System (Athens, Ohio, 1973), 45-55; Peter S. Onuf, "From Constitution to Higher Law: The Reinterpretation of the Northwest Ordinance," Ohio History, 94 (Winter-Spring, 1985), 5-33.

2. For the text of the Ordinance and other related national documents see Samuel Eliot Morison, ed., Sources and Documents Illustrating the American Revolution, 1764-1788, and the Formation of the Federal Constitution (New York, 1965). The Ordinance and related Indiana documents are most accessible in Hubert H. Hawkins, Indiana's Road to Statehood: A Documentary Record (Indianapolis, 1969). The Ordinance of 1787 built on the foundation of the Ordinance of 1784, prepared by Thomas Jefferson.

3. John D. Barnhart, Valley of Democracy: The Frontier versus the Plantation in the Ohio Valley, 1775-1818 (Bloomington, Ind., 1953), 138-160. As stipulated in the Ordinance of 1787, five new territories and states were eventually created out of the original Northwest Territory. In addition to Ohio and Indiana, these were: Michigan Territory (1805), which became a state in 1837; Illinois Territory (1809), which became a state in 1818; and Wisconsin Territory (1836), which became a state in 1848. See R. Carlyle Buley, The Old Northwest: Pioneer Period,

1815-1840 (2 vols., Indianapolis, 1950), I, 58-93, II, 43-159.

4. The best account of Indiana's territorial history is John D. Barnhart and Dorothy L. Riker, Indiana to 1816: The Colonial Period (Indianapolis, 1971), 314-411. For a more general history of these years see James H. Madison, The Indiana Way: A State History (Bloomington, Ind., 1986), 36-54.

5. Clarence Edwin Carter, ed., The Territorial Papers of the United States. Volume VIII: The Territory of Indiana (Washington, D. C., 1939), 142.

6. Gayle Thornbrough and Dorothy Riker, eds., Journals of the General Assembly of Indiana Territory, 1805-1815 (Indianapolis, 1950), 213-14.

7. Carter, ed., Territorial Papers, VIII, 151.

8. Ibid., 380. See also Donald F. Carmony, "Fiscal Objection to Statehood in Indiana," Indiana Magazine of History, XLII (December, 1946), 311-321.

9. Gayle Thornbrough, ed., The Correspondence of John Badollet and Albert Gallatin, 1804-1836 (Indianapolis, 1963), 261.

10. The most useful sources for the Indiana Constitution are Charles Kettleborough, ed., Constitution Making in Indiana: A Source Book of Constitutional Documents with Historical Introduction and Critical Notes (Indianapolis, 1916; reprint edition, 1971), and Barnhart and Riker, Indiana to 1816, 439-463.

11. Morison, ed., Sources and Documents Illustrating the American Revolution, 230-33.

12. J. David Griffin, "Historians and the Sixth Article of The Ordinance of 1787," Ohio History. 78 (Autumn, 1969), 252-60.

13. Thornbrough, ed., The Correspondence of John Badollet and Albert Gallatin, 97, 102.

14. Emma Lou Thornbrough, The Negro in Indiana: A Study in a Minority (Indianapolis, 1957), 1-30.

15. Thornbrough and Riker, eds., Journals of the General Assembly, 123, 156.

16. Jacob Piatt Dunn, ed., Slavery Petitions and Papers (Indiana Historical Society Publications, Vol. II, No. 12, 1894), 78.

17. Gregory S. Rose, "Hoosier Origins: The Nativity of Indiana's United States-Born Population in 1850," Indiana Magazine of History, LXXXI (September, 1985), 201-232.

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20. Philip R. Shriver, "America's Other Bicentennial," Old Northwest, 9 (Fall, 1983), 220.

21. Peter S. Onuf, The Origins of the Federal Republic:

Jurisdictional Controversies in the United States, 1775-1787 (Philadelphia, 1983), 21-46.

22. James H. Madison, "The American Constitution and the Old Federalism: Views from the Hoosier State" (Bicentennial of the United States Constitution Lecture Series, Poynter Center, Indiana University, Bloomington, 1985). Indiana's political history after statehood may be traced in Madison, The Indiana Way, 121-42, 193-229, 288-317. For the development of bureaucracy, see Richard A. Brisbin, Jr., "Before Bureaucracy: State Courts and the Administration of Public Services in the Northwest, 1787-1830," Old Northwest, 10 (Summer, 1984), 141-74.

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LESSONS ON THE NORTHWEST ORDINANCE

TEACHING PLAN FOR LESSON 1: THE NORTHWEST TERRITORY, 1780-1787

Preview of Main Points

This lesson describes the Northwest Territory, its origins as part of the United States, its location, its boundaries, and policies associated with its organization and control by the government of the United States. The lesson sets a context for examination of main ideas in the Northwest Ordinance of 1787, which are examined in Lessons 2, 3, and 4.

Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade or in high school. Teachers of high school courses, however, might want to have their students read complete copies of two documents treated briefly in the body of this lesson. These documents are: (1) The Virginia Act of Cession and (2) The Land Ordinance of 1785. These documents can be found on pages 5-16 of INDIANA'S ROAD TO STATEHOOD, which is published by the Indiana Historical Bureau, Indianapolis, Indiana.

Objectives

Students are expected to:

(1) Identify and summarize main ideas in three documents: Resolution of Congress on Public Lands, the Virginia Act of Cession, and the Land Ordinance of 1785.

(2) Know the location and boundaries of the Northwest Territory within the United States of 1783.

(3) Use evidence in documents and a map to support or reject statements about the western territories of the United States in the 1780's.

(4) Understand the enduring significance and value of public land policies embodied in the Resolution of Congress on Public Lands, the Virginia Act of Cession, and the Land Ordinance of 1785.

(5) Understand events that establish a context for subsequent examination of ideas in the Northwest Ordinance of 1787.

Suggestions for Teaching the Lesson

Opening the Lesson

Have students look at the map of the United States that is included as page 2 of this lesson. Ask them to identify the original thirteen states, the western territories of the United States, and the boundaries of the United States. Ask them to identify and reflect upon differences in the territory and boundaries of the

United States in the 1780's and today. Ask them, on the basis of evidence in the map, to speculate about particular problems faced by the government of the United States in dealing with the western territories. Ask how they think the government should have responded to these problems. Then indicate that the rest of this lesson is about government policies in dealing with its western territories.

Developing the Lesson

Have students read the main body of the lesson, pages 1-3. Assign items 1-3 at the end of the lesson.

After students complete items 1-3, conduct a classroom disscussion about their responses. Press students to support their responses with specific references to parts of the pertinent documents. Make sure that they have examined evidence in the documents that is pertinent to the items in this discussion and make certain that they have interpreted this evidence correctly. You might want to ask various students in the class to evaluate or judge the responses of their peers to items 1-3.

Concluding the Lesson

Have students respond to items 4 and 5 at the end of the lesson. When they have finished, select three or four students to read their answers to item 4 and to item 5. Call on other students to respond to them; these responses might be affirmative or critical or some combination of the two; or the responses might merely introduce additional and/or alternative ideas into the discussion.

High school teachers might want to conduct detailed and careful analyses of the complete versions of two documents in this lesson: the Virginia Act of Cession and the Land Ordinance of 1785.

LESSONS ON THE NORTHWEST ORDINANCE

LESSON 1: THE NORTHWEST TERRITORY, 1780-1787

In 1780, the thirteen United States of America were fighting a war against Britain to win independence. Nonetheless, American leaders were looking ahead to the time after the war, when their independent nation would control territory west of the Appalachian Mountains. See the map on page 2.

Resolution of Congress on Public Lands

On October 10, 1780, the Continental Congress passed a "Resolution of Congress on Public Lands."

"Resolved, that the unappropriated lands that may be ceded or relinquished [given up] to the United States, by any particular States...shall be disposed of for the common benefit of the United States and be settled and formed into distinct republican States [states with self-government by elected representatives of the people], which shall become members of the Federal Union, and shall have the same rights of sovereignty, freedom and independence, as the other States...."

Three years later, on September 3, 1783, the war with Britain officially ended with the signing of the Treaty of Paris. In this treaty, the British recognized the independence of the United States and claims of Americans to lands west of the Appalachian Mountains. Boundaries of the United States in 1783 are shown on the map (page 2). Even though the British had surrendered lands west of the Appalachian Mountains, several states had conflicting claims to these territories. The new government of the United States could not make plans for dealing with the western lands until various states gave up their claims to these lands.

The map on page 2 shows areas ceded [given up] by several of the orginal thirteen states to the United States. The largest area ceded by any state was the western territory given up by the state of Virginia. Most of the land ceded by Virginia was within the boundaries of the Northwest Territory, land north and west of the Ohio River.

The Virginia Act of Cession and the Northwest Territory

The legislature of Virginia passed the Virginia Act of Cession on December 20, 1783. It was accepted by the Congress of the United States on March 1, 1784. The Virginia Act of Cession said:

"Be it enacted by the general assembly, That it shall and may be lawful...to...make over unto the United States, in Congress assembled...all right, title, and claim...which this commonwealth hath to the territory...being to the northwest of the river Ohio.... Upon condition that the territory so ceded shall be laid out and formed into States...and the states so formed shall be distinct republican States [governed by elected representatives of the people], and admitted members of the Federal Union, having the same rights...freedom, and independence as the other States...."

Shaded area of the map=the Northwest Territory

The Virginia Act of Cession influenced other states to yield claims to land within the Northwest Territory and elsewhere. Look at the map on the preceding page, which shows that Massachussets, New York, and Connecticut gave up claims to land in the Northwest Territory in 1785 and 1786.

The Land Ordinance of 1785

Congress was faced with task of organizing the western territories of the United States and preparing them for setlement. On May 20, 1785, Congress passed the Land Ordinance of 1785, which was a plan for dividing and selling land. The Ordinance had three main purposes: (1) to survey land systematically, (2) to sell it to settlers in an orderly and fair manner, and (3) to use money from the sale of lands to pay off debts from the recent War for Independence.

Townships were set up to measure six miles square. Each township was divided into thirty-six sections of one square mile and again into quarter sections. The sixteenth section was set aside to finance public schools of the township. Remaining land was to be sold at public auction for at least one dollar an acre. Following is a brief excerpt from the Land Ordinance of 1785:

"Be it ordained by the United States in Congress assembled That the territory ceded by individual States to the United States which has been purchased of the Indian inhabitants shall be disposed of in the following manner.... The Surveyor...shall proceed to divide the said territory into townships of six miles square, by lines running due north and south and others crossing these at right angles as near as may be, unless where the boundaries of the late Indian purchases may render the same impracticable...."

Government in the Northwest Territory

In 1787, on July 13, the Congress enacted a plan for government in the Northwest Territory, the area north and west of the Ohio River that lay within the boundaries of the United States. Main ideas of the Ordinance were established through deliberation of several members of the Congress; Nathan Dane, member of Congress from Massachusetts, was the primary author of the Northwest Ordinance.

The Northwest Ordinance provided for lawful and orderly settlement of western lands and a systematic means for advancing from the stage of a territory of the United States to a state within the Federal Union, on equal terms with the other states. Thus, it was decided that these territories would not be held indefinitely as colonies, in a subservient relationship to the original thirteen states. Main ideas of the Northwest Ordinance are presented and discussed in Lessons #2, 3, and 4 of this packet of lessons.

Reviewing and Thinking About Facts and Ideas

1. What are the main ideas of the folowing documents? Respond to this question by writing one paragraph about each of the three documents.

   a. Resolution of Congress on Public Lands, 1780
   b. Virginia Land Cession, 1783
   c. Land Ordinance of 1785

2. Describe the area of the Northwest Territory within the United States of 1783. a. What are the boundaries of the territory? b. What states of the United States were made eventually out of this territory?

3. Examine the following statements. Decide whether or not each statement can be backed up or supported with evidence. Use evidence from documents and the map in this lesson to decide whether each statement is correct or incorrect. Be prepared to defend your responses by referring to pertinent evidence.

   a. The Congress of the United States hoped to hold western territories as colonies that would be used soley for the benefit and enrichment of the original thirteen states.

   b. Only Massachusetts, among the original thirteen states, had made larger claims to western land than Virginia had made.

   c. Virginia was the first of the original thirteen states to cede western land claims to the Congress of the United States.

   d. The legislature of Virginia ceded western land claims to Congress on condition that new states made from these lands could have any type of government that the leaders wanted.

   e. The main purpose of the Land Ordinance of 1785 was to enable the Congress of the United States to retain control of the Northwest Territory.

   f. The Land Ordinance of 1785 indicated that Americans believed in the value of education for all people.

4. Examine main ideas of the Resolution of Congress on Public Lands, the Virginia Act of Cession, and the Land Ordinance of 1785. Write one paragraph that describes what these three documents have in common. (That is, tell how the three documents are alike.)

5. Why should Americans today consider the three documents (mentioned in item #4 above) to be important or valuable parts of our heritage? (What is the enduring significance or worth of these documents?) Write a brief essay in response to item #5.

TEACHING PLAN FOR LESSON 2: WHAT IS THE NORTHWEST ORDINANCE?

Preview of Main Points

This lesson defines the Northwest Ordinance. Main ideas in the document are clarified and discussed. Ideas on governance and civil liberties and rights are highlighted.

Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade or in high school. Teachers of eighth grade students, however, might want to assign only items 1-3 at the end of the lesson; items 4-6 are more complicated and challenging. High school history teachers might want to have their students read The Northwest Ordinance in addition to the material for students provided in this lesson; this document can be found on pages 17-23 of INDIANA'S ROAD TO STATEHOOD.

Objectives

Students are expected to:

(1) Define key terms in The Northwest Ordinance.

(2) Describe main characteristics of the process by which a territory could move to statehood under The Northwest Ordinance.

(3) Identify civil liberties and rights guaranteed by The Northwest Ordinance.

(4) Compare and contrast civil liberties and rights in The Northwest Ordinance with those in The Constitution of 1787 and of The Constitution as amended in 1791.

(5) Make judgments about the importance or worth of main ideas in The Northwest Ordinance.

Suggestions for Teaching the Lesson

Opening the Lesson

Ask students to read the introduction to this lesson, the first two paragraphs on the first page of the lesson. Then ask them if they have ever heard of The Northwest Ordinance. Poll students informally to find out what they know about this document and its significance in American history. Use this introduction to the lesson to establish the main purposes or objectives of the subsequent reading assignment.

Developing the Lesson

Have students read the lesson, pages 1-4. Assign items 1-3 at the end of the lesson. High school teachers also might want to have students read the entire document after they read pages 1-4, which can serve as an introduction and overview of main ideas to the document. Teachers who choose this approach will find it convenient to make and distribute copies of The Northwest Ordinance, which can be found on pages 17-23 of INDIANA'S ROAD TO STATEHOOD (included in this packet of lessons).

Conduct a class discussion of responses to items 1-3 on page 4 of this lesson. Make use of the table on page 2 of the lesson to focus attention of students on main provisions of the governance procedures in The Northwest Ordinance.

Concluding the Lesson

Teachers of eighth grade students might want to conclude the lesson with a discussion of the relative importance of different civil liberties and rights in The Northwest Ordinance.

High school teachers, and some eighth grade teachers, might conclude the lesson by assigning items 4-6 at the end of the lesson. Item 4 is the most complicated and challenging of these items and perhaps should be reserved for high school students only.

Teachers who assign item 6, the essay, might wish to select two or three students to read their essays to the class and to invite responses to the essays as a way of launching a class discussion about the importance of The Northwest Ordinance today and in the past.

LESSONS ON THE NORTHWEST ORDINANCE

TEACHING PLAN FOR LESSON 3: WHAT DOES THE NORTHWEST ORDINANCE SAY ABOUT GOVERNANCE?

Preview of Main Points

The purpose of this lesson is to increase students' knowledge of certain parts of the Northwest Ordinance that pertain to territorial government and achievement of statehood.

Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade and in high school. Teachers of eighth grade courses will most likely want to use the abridged and edited version of the Northwest Ordinance, which is attached to the lesson, as the source of evidence to use in responding to items 1-15 in the lesson. High school teachers will probably want to use the complete and unedited version of the document which can be found on pages 17-23 of INDIANA'S ROAD TO STATEHOOD.

Objectives

Students are expected to:

(1) Demonstrate knowledge of processes and plans for government in the Northwest Ordinance by responding correctly to items 1-15 in the lesson.

(2) Support their responses to each item by listing the correct reference to a paragraph or paragraphs in the Northwest Ordinance.

(3) Practice skills in locating, comprehending, and interpreting information in a primary source.

Suggestions for Teaching the Lesson

Opening the Lesson

Inform students of the main points of the lesson.

Make sure that students understand the directions for the lesson. It might be helpful to do item #1, at the beginning of the lesson, together in order to be certain that everyone understands how to complete all items in the lesson and how to use the primary source to carry out the assignment.

Developing the Lesson

Have students work individually or in small groups to complete responses to all 15 items of this lesson. If students are assigned to work in small groups (4-5 to a group), encourage them to interact with one another as they complete the items.

Have various students report their answers to the items in the lesson. Require students to support their answers with specific references to the Northwest Ordinance. Ask different students to make judgments about the responses of their peers to the 15 items in this lesson.

Concluding the Lesson

Ask students to explain what each item in the activity has to do with territorial government and achievement of statehood. Encourage students to raise questions about the meaning of provisions of the Northwest Ordinance that pertain to governance. Identify and discuss basic principles and values about government and citizenship in the USA that are embodied in the Northwest Ordinance and are associated with the main ideas of this lesson. For example, basic principles and values such as majority rule, separation of powers, rule of law, limited government, and constitutionalism are embodied in the Northwest Ordinance. Ask students: what basic principles and values in the American heritage can be found in this document? Ask them to identify basic civic principles and values in our heritaage that are not in this document.

Answers to Items 1-15

1. NO, Paragraphs #4, 8, 10.
2. NO, Paragraph #8.
3. YES, Paragraph #5
4. NO, Paragraph #8
5. NO, Paragraph #10
6. YES, Paragraph #10
7. YES, Paragraph #10
8. YES, Paragraph #10
9. YES, Paragraph #18
10. NO, Paragraph #11
11. NO, Paragraph #11
12. YES, Paragraphs #12 and 18.
13. NO, Paragraphs #3-7.
14. YES, Paragraph #3.
15. YES, Paragraph #10.

LESSONS ON THE NORTHWEST ORDINANCE

LESSON 3: WHAT DOES THE NORTHWEST ORDINANCE SAY ABOUT GOVERNANCE?

Read each of the following statements. Decide whether or not each statement describes a situation that agrees with the words of the Northwest Ordinance. If so, answer YES. If not, answer NO. Circle the correct answer under each statement.

Find the part of the Northwest Ordinance that supports your answer. Identify the paragraph(s) in the document by assigning numbers to them (from #1 at the beginning of the document to #19 at the end of it). Be prepared to explain your responses.

CLUE: Answers to these items can be found in paragraphs #3-#12 of the Northwest Ordinance. See the abridged and edited copy of the document that is attached to this lesson. (Your teacher may ask you to work with a complete and unedited version of the document.)

1. Power to make laws was granted only to the governor during the first two stages of territorial government.

YES NO Number that identifies the paragraph(s): _____

2. All males over twenty-one years of age, who had lived in the territory for at least three years, were eligible to be elected as representatives in the state legislature (General Assembly).

YES NO Number that identifies the paragraph(s): _____

3. The governor had the power and duty to command the state militia (armed forces) and to select all officers below the rank of general.

YES NO Number that identifies the paragraph(s): _____

4. All white adults were eligible to vote in elections of representatives to the territorial government.

YES NO Number that identifies the paragraph(s): _____

5. The term of office for a member of the House of Representatives (the lower house) of the territorial legislature (General Assembly) was five years.

YES NO Number that identifies the paragraph(s): _____

6. In order for a bill (proposed law) to be passed by the territorial legislature, it had to receive a majority vote of the members of the House of Representatives (lower house) and the Legislative Council (upper house).

YES NO Number that identifies the paragraph(s): _____

7. Before a bill passed by the territorial legislature could become a law, the governor had to approve it, and if he vetoed (rejected) it, the legislature could do nothing to overturn the veto.

YES NO Number that identifies the paragraph(s): _____

8. A territory had to include more than 5000 free, adult male inhabitants before it was permitted to elect representatives to a territorial legislature.

YES NO Number that identifies the paragraph(s): _____

9. A territory with more than 60,000 free inhabitants could hold a convention to write a constitution and apply to the U. S. Congress for statehood.

YES NO Number that identifies the paragraph(s): _____

10. The eligible voters in a territory could elect a Representative to the U. S. Congress from the territory.

YES NO Number that identifies the paragraph(s): _____

11. The territorial Representative to the U. S. Congress had the same rights and duties as any other member of the Congress.

YES NO Number that identifies the paragraph(s): _____

12. When a territory was accepted into the Union as a state, it was considered equal in status and rights and responsibilities to all other states.

YES NO Number that identifies the paragraph(s): _____

13. When a territory had less than 5000 inhabitants, it was governed directly by the President of the United States.

YES NO Number that identifies the paragraph(s): _____

14. In a territory with more than 5000 inhabitants, but less than 60,000, the governor was appointed by the U. S. Congress.

YES NO Number that identifies the paragraph(s): _____

15. In a territory with more than 5000 inhabitants, but less than 60,000, the U. S. Congress appointed members of the upper house of the territorial legislature (the Legislative Council).

YES NO Number that identifies the paragraph(s): _____

THE NORTHWEST ORDINANCE OF 1787 (Ideas on Governance)

Following are excerpts from the Northwest Ordinance, which indicate how government was to be established and how a territory could achieve statehood. (Numbers are used to designate the order of paragraphs in the document, from #3 to #18; paragraphs #1 and 2 are omitted, as are several paragraphs in the middle of the document.)

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3. ...there shall be appointed, from time to time, by Congress, a governor, whose commission shall continue in force for the term of three years.... There shall be appointed...by congress, a secretary, whose commission shall continue in force for four years.... It shall be his duty to keep and preserve the acts and laws...and the public records of the district.... There shall also be appointed a court, to consist of three judges...and their commissions shall continue in force during good behavior.

4. The governor and judges, or a majority of them, shall adopt and publish in the district such laws...as may be necessary...which laws shall be in force in the district until the organization of the general assembly therein, unless disapproved of by Congress; but afterwards the legislature shall have authority to alter them as they shall think fit.

5. The governor...shall be commander-in-chief of the militia, appoint and commission all officers in the same below the rank of general officers; all general officers shall be appointed and commissioned by Congress.....

8. As soon as there shall be five thousand free male inhabitants, of full age, in the district...they shall receive authority...to elect representatives from their counties or townships, to represent them in the general assembly.... Provided, That no person be eligible or qualified to act as a representative, unless he shall have been a citizen of one of the United States three years, and be a resident in the district...and...shall hold in his own right...two hundred acres of land within the same: Provided also, That a freehold in fifty acres of land in the district, having been a citizen of one of the States, and being resident in the district...shall be necessary to qualify a man as an elector of a representative.

9. The representatives thus elected shall serve for the term of two years....

10. The general assembly, or legislature, shall consist of the governor, legislative council, and a house of representatives. The legislative council shall consist of five members, to continue in office five years.... [Members of the House of Representatives nominated ten candidates for the legislative council, and the United

States Congress picked five of them to serve on the legislative council.] And the governor, legislative council, and house of representatives shall have authority to make laws in all cases for the good government of the district, not repugnant [opposed] to the principles and articles in this ordinance.... And all bills, having passed by a majority in the house, and by a majority in the council, shall be referred to the governor for his assent; but no bill, or legislative act whatever, shall be of any force without his assent....

11. ...As soon as a legislature shall be formed in the district, the council and house assembled...shall have authority...to elect a delegate to Congress, who shall have a seat in Congress, with a right of debating, but not of voting, during this temporary government.

18. There shall be formed in the said territory not less than three or more than five states.... And whenever any of the said States shall have sixty thousand free inhabitants therein, such States shall be admitted...into...the United States, on an equal footing with the original States, in all respects whatever; and shall be at liberty to form a permanent constitution and State government: Provided the constitution and government, so to be formed, shall be republican [government by elected representatives of the people], and in conformity to the principles contained in these articles....

LESSONS ON THE NORTHWEST ORDINANCE

TEACHING PLAN FOR LESSON 4: WHAT DOES THE NORTHWEST ORDINANCE SAY ABOUT CIVIL LIBERTIES AND RIGHTS?

Preview of Main Points

The purpose of this lesson is to increase students' knowledge of certain parts of the Northwest Ordinance that pertain to civil liberties and rights.

Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade and in high school. Teachers of eighth grade courses will most likely want to use the abridged and edited version of the Northwest Ordinance, which is attached to the lesson, as the source of evidence to use in responding to items 1-10 in the lesson. High school teachers will probably want to use the complete and unedited version of the document which can be found on pages 17-23 of INDIANA'S ROAD TO STATEHOOD.

Objectives

Students are expected to:

(1) Demonstrate knowledge of civil liberties and rights in the Northwest Ordinance by responding correctly to items 1-10 in the lesson.

(2) Support their responses to each item by listing the correct reference to an Article in the Articles of Compact of the Northwest Ordinance.

(3) Practice skills in locating, comprehending, and interpreting information in a primary source.

Suggestions for Teaching the Lesson

Opening the Lesson

Inform students of the main points of the lesson.

Make sure that students understand the directions for the lesson. It might be helpful to do item #1, at the beginning of the lesson, together in order to be certain that everyone understands how to complete all items in the lesson and how to use the primary source to carry out the assignment.

Developing the Lesson

Have students work individually or in small groups to complete responses to all 10 items of this lesson. If students are assigned to work in small groups (4-5 to a group), encourage them to interact with one another as they complete the items.

Have various students report their answers to the items in the lesson. Require students to support their answers with specific references to the Northwest Ordinance. Ask different students to make judgments about the responses of their peers to the 10 items in this lesson.

Concluding the Lesson

Ask students to explain what each item in the activity has to do with civil liberties and rights. By doing this, students have an opportunity to increase their understanding of civil liberties and rights in the American heritage. Identify and discuss basic principles and values, about civil liberties and rights, which are embodied in the Northwest Ordinance. Ask students to identify basic civil liberties and rights in the American heritage that can be found in the Northwest Ordinance. Ask them to identify basic civil liberties and rights in the American heritage that are not found in the Northwest Ordinance.

Answers to Items 1-10

1. YES, Article VI
2. NO, Article I
3. NO, Article VI
4. YES, Article V
5. Yes, Article III
6. NO, Article II
7. YES, Article II
8. NO, Article V
9. NO, Article II
10. YES, Article II

LESSONS ON THE NORTHWEST ORDINANCE

LESSON 4: WHAT DOES THE NORTHWEST ORDINANCE SAY ABOUT CIVIL LIBERTIES AND RIGHTS?

Read each of the following statements. Decide whether or not each statement describes a situation that agrees with the words of the Northwest Ordinance. If so, answer YES. If not, answer NO. Circle the correct answer under each statement.

Find the part of the Northwest Ordinance that supports your answer. CLUE: Answers to these items can be found in the Articles of Compact in the latter part of the Northwest Ordinance. Identify the number of the Article (I-VI) that supports your answer to each item. Refer to the abridged and edited version of the Northwest Ordinance that is attached to this lesson. (Your teacher may ask you to work with a complete and unedited version of the document.)

1. Involuntary servitude was not permitted

YES NO Number of Article: _____

2. Only people with Christian religious beliefs had full rights of citizenship.

YES NO Number of Article: _____

3. Persons held as slaves in another territory or state, who escaped to the Northwest Territory, were considered free and could not be returned to their owners.

YES NO Number of Article: _____

4. In order to be admitted into the Union, a territorial government had to draft a state constitution that agreed with every part of the Articles of Compact of the Northwest Ordinance.

YES NO Number of Article: _____

5. Schools and other means of education were to be encouraged by territorial and state governments.

YES NO Number of Article: _____

6. Inhabitants were denied the privilege of the writ of habeas corpus.

YES NO Number of Article: _____

7. Property rights were protected by law.

YES NO Number of Article: _____

8. Inhabitants of a territory could draft a constitution that provided any type of government; as long as it was approved by the majority of the eligible voters of the territory, it would be acceptable to the U. S. Congress.

YES NO Number of Article: _____

9. Only property owners had the right of trial by jury if accused of a crime.

YES NO Number of Article: _____

10. The government had no right to interfere with private contracts made lawfully and without fraud.

YES NO Number of Article: _____

THE NORTHWEST ORDINANCE OF 1787 (Articles of Compact)

Following are excerpts from the "Articles of Compact" in the Northwest Ordinance. These six "Articles" proclaimed basic civil liberties and rights for the people living on the frontier and outside of the original thirteen states of the United States.

ARTICLE I. No person, demeaning [conducting] himself in a peaceable and orderly manner, shall ever be molested on account of his mode of worship or religious sentiments [beliefs]....

ARTICLE II. The inhabitants of the said territory shall always be entitled to the benefits of the writs of habeas corpus and of Trial by Jury. All fines shall be moderate; and no cruel or unusual punishment shall be inflicted. No man shall be deprived of his liberty or his property, but by the judgment of his peers, or the law of the land, and should the public...[need] make it necessary, for the common...[good], to take any person's property, or to demand his particular services, full compensation shall be made for the same.... And, in the just preservation of rights and property...no law ought ever to be made or have force in the said territory, that shall...interfere with or affect private contracts....

ARTICLE III. Religion, Morality, and Knowledge being necessary to good government, and the happiness of mankind, schools and the means of education shall be forever encouraged. The utmost good faith shall always be observed towards the Indians...their lands and property shall never be taken from them without their consent....

ARTICLE IV. The said territory, and the States which may be formed therein, shall forever remain a part of this confederacy of the United States of America, subject to the articles of Confereration, and to such alterations therein as shall be constitutionally made....

ARTICLE V. There shall be formed in the said territory not less than three or more than five States.... And whenever any of the said States shall have sixty thousand free inhabitants therein, such States shall be admitted...into...the United States, on an equal footing with the original States, in all respects whatever; and shall be at liberty to form a permanent constitution and State government: Provided The constitution and government, so to be formed, shall be republican [government by elected representatives of the people], and in conformity to the principles contained in these articles....

ARTICLE VI. There shall be neither slavery nor involuntary servitude in the said territory.... Any person escaping into the same [Northwest Territory], from whom labor or service is lawfully claimed in any one of the original States, such fugitive [slave or involuntary servant] may be lawfully reclaimed, and conveyed to the person claiming his or her labor or service as aforesaid....

LESSONS ON THE NORTHWEST ORDINANCE

TEACHING PLAN FOR LESSON 5: THE NORTHWEST ORDINANCE AND INDIANA'S ADVANCEMENT TO STATEHOOD

Preview of Main Points

This lesson is based on a collection of documents or primary sources that provide evidence of Indiana's progress from the status of a territory of the United States to a state within the Federal Union, on equal terms with the other states. Excerpts from documents, preceded by brief commentaries that set a context for examination of the primary sources, are the substance of this lesson. These materials show the main steps on Indiana's road to statehood, which indicate the fundamental importance of the Northwest Ordinance as a frame within which advancement to statehood occurred.

Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade or in high school. Teachers of eighth grade students might expect students to work only with evidence in the main body of this lesson and to write rather brief essays in response to items 3 and 4 at the end of the lesson. By contrast, high school history teachers might want to have their students explore documents in this lesson in more detail by referring them to the complete and unedited versions of these documents, which can be found on pages 24-95 of INDIANA'S ROAD TO STATEHOOD, a publication of the Indiana Historical Bureau. Examination of the complete versions of the primary sources might be viewed as the foundation for fuller and longer essays in response to items 3 and 4 at the end of this lesson.

Objectives

Students are expected to:

(1) Comprehend and interpret main ideas in primary sources about Indiana's advancement to statehood.

(2) Use evidence in primary sources to support or reject statements about Indiana's advancement to statehood.

(3) Use evidence in primary sources to write, and defend in discussion, an essay about the relationship of the Northwest Ordinance to Indiana's advancement to statehood.

(4) Use evidence in primary sources to write, and defend in discussion, an essay about the strengths and weaknesses of the Northwest Ordinance as a means for national development in the United States.

(5) Discuss the uses and limitations of evidence in primary sources in the writing of descriptive, interpretative, and evaluative commentaries of events in history.

Suggestions for Teaching the Lesson

Opening the Lesson

Inform students of the purposes of this lesson. Emphasize that they will be expected to use evidence in documents or primary sources to make conclusions and judgments about events in the history of Indiana. If necessary, review the meaning of the terms document and primary source and discuss the uses of evidence in primary sources in the writing of history.

Have students read the introduction to the lesson and the excerpt from the first document about the "Act Creating Indiana Territory in 1800. (High school teachers might want to have their students use the complete version of this document which can be found on pages 24-26 of INDIANA'S ROAD TO STATEHOOD.)

Ask students to identify the main idea of the document. Then ask what this document shows about the relationship of the Northwest Ordinance to events in the advancement of Indiana territory to statehood.

Developing the Lesson

Ask students to read all the documents in this lesson and the commentaries preceding the documents. Tell students to examine and interpret each document in the same way that the first document was analyzed in the opening phase of this lesson. High school teachers may want to have their students use the complete versions of these documents, which can be found in INDIANA'S ROAD TO STATEHOOD.

Assign the task of completing items 1 and 2 on the last page of the lesson. Conduct a classroom discussion of items 1 and 2. Emphasize relationships between answers to these items and evidence in the documents. Require students to back up responses by referring to evidence in the documents. Use this discussion to help students to understand the uses of evidence in primary sources to make statements about what did or did not happen in the past. In addition, you might want to discuss the limitations of primary sources, which usually provide a rather incomplete picture of past events. These limitations necessitate interpretation and judgment -- sometimes large "inferential leaps" -- on the part of the investigator of events in history. The limitations associated with the use of documents may be sources of varying interpretations and judgments of investigators of events in history.

Concluding the Lesson

Have students complete items 3 and 4 at the end of the lesson, which require them to use evidence in documents to write brief essays. Select two or three students to read their essays to the class and assign students to be formal respondents to the papers. Then encourage full classroom discussion of the ideas offered

by the paper presenters and the panel or panels of respondents.

Conclude the lesson by discussing the uses and limitations of evidence in these primary sources in describing, interpreting, and judging events in history. In particular, ask students to reflect upon differences in their use of evidence to respond to items 3 and 4. Point out that items 3 and 4 involve comprehension and intepretation of ideas and facts in documents. Item 4, in addition, requires students to go beyond the evidence to make evaluations or judgments about the events described in the documents.

LESSONS ON THE NORTHWEST ORDINANCE

LESSON 5: THE NORTHWEST ORDINANCE AND INDIANA'S ADVANCEMENT TO STATEHOOD

Indiana was one of five states created from the Northwest Territory. This was achieved in 1816. The other four states were Ohio (1803), Illinois (1818), Michigan (1837), and Wisconsin (1848). Following are descriptions of main events in the progress of Indiana from a territory to a state in the Federal Union. These events, of course, were in accord with the Northwest Ordinance of 1787, which was the legal foundation for Indiana's advancement to statehood.

1. Act Creating Indiana Territory, 1800

The federal government passed a law in 1800 to divide the Northwest Territory into two parts. One part, consisted mostly of land that would become the state of Ohio. The other part was Indiana Territory, and it included all of the present state of Indiana, all of the land that would become Illinois and Wisconsin, a large part of the future state of Michigan, and a small part of Minnesota. John Adams, second President of the United States, appointed William Henry Harrison of Virginia to be the first governor of the new and huge Indiana Territory. Following is an excerpt from the federal law creating the Indiana Territory (May 7, 1800).

> An Act to divide the territory of the United States north-west of the Ohio, into two separate governments.
>
> Be it enacted...that...part of the territory of the United States north-west of the Ohio river...shall, for the purposes of temporary government, constitute a separate territory, and be called the Indiana Territory.
>
> And be it further enacted, That there shall be established with the said territory a government in all respects similar to that provided by the ordinance of Congress passed on the thirteenth day of July one thousand seven hundred and eighty-seven, for the government of the territory of the United States north-west of the river Ohio; and the inhabitants thereof shall be entitled to, and enjoy all...the rights, privileges and advantages granted and secured to the people by the said ordinance....

---

2. Harrison Land Act, 1800

Governor Harrison was concerned that settlers have a fair opportunity to buy land in the Indiana Territory. However, most settlers could not afford to pay for 640 acres, which was the smallest portion one could buy under the land law. Harrison influenced the federal government to pass the Land Act of 1800, which reduced the area of land a person was required to buy from 640 acres to 320 acres (called a half section). The price was set at $2 an acre. Finally, to make it even easier to acquire land, a person could buy on credit at 6% interest. After making a small down payment, a settler could agree to pay off the debt within four years.

Harrison's Land Act made it easier for pioneers to come to the Indiana Territory and settle on their own land. In 1804, another Land Act reduced the minimum amount to 160 acres. Following is an excerpt from the Harrison Land Act (May 10, 1800).

> ...the lands...shall be offered for sale in sections and half sections....
>
> One-fourth part of the purchase money shall be paid within forty days after the day of sale... and other fourth part shall be paid within two years; another fourth part within three years; and another fourth part within four years after the day of sale.
>
> Interest, at the rate of six per cent a year, from the day of sale, shall be charged upon each of the three last payments....

---

3. Indiana Moves to the Second Stage of Territorial Government, 1804

The Northwest Ordinance of 1787 included three steps for moving from status as a territory to statehood. In the first stage, the territory was governed directly by the federal government through officials appointed by the President of the United States. Laws for the territory were made and enforced by the territorial governor and three judges.

Indiana was ready for the second stage of territorial government in 1804. Acoording to the Northwest Ordinance, a territory had to have more than 5000 white male adult inhabitants in order to be ready for the second stage of government. Indiana territory met this requirement; so the voters could elect members to a territorial House of Representatives, which could participate in making laws for the people they represented.

Governor Harrison called for an election in 1804. Eligible voters were adult white males, who owned at least fifty acres of land. Following is an excerpt from the Executive Journal that reports Governor Harrison's Proclamation that Indiana Territory had passed to the second stage of government (December 5, 1804).

> ...the governor Issued a proclamation in which he makes known and declares the said Indiana Territory is and from henceforth shall be deemed to have passed into the second or representative grade of Government and that the Good people of the Territory...are entitled to all the rights and privileges belonging to that situation....
>
> ...an Election shall be held in each of the several Counties in the Territory...for the purpose of choosing the members of the House of Representatives.... and that the said representatives Elected...should meet at the Town of Vincennes on the first day of February next for the purpose of choosing members of the Legislative Council...

---

4. Acts Dividing Indiana Territory, 1805 and 1809

In 1805 the federal government passed a law that divided Indiana Territory into two parts. The area that would comprise most of the state of Michigan was separated from Indiana and called the Michigan Territory. Since 1803, Ohio had been a state of the Federal Union. The remainder of the area, which in 1787 was called the Northwest Territory, was part of Indiana Territory in 1805. This area included all of the land that would become the states of Indiana, Illinois, Wisconsin, and parts of Michigan and Minnesota.

In 1809, the federal government passed a law to create the Illinois Territory. This law reduced the Indiana Territory mostly to the area that would become the state of Indiana in 1816, plus a small area that would later be part of Michigan. Following is an excerpt from the Act Dividing The Indiana Territory (February 3, 1809).

> Be it enacted That...all that part of the Indiana Territory which lies west of the Wabash river, and a direct line drawn from the said Wabash river and Post Vincennes, due north to the territorial line between the United States and Canada, shall, for the purpose of temporary government, constitute a separate Territory, and be called Illinois....

---

5. Expansion of the Right to Vote, 1811

The Northwest Ordinance of 1787 limited the right to vote to free white males of twenty-one years or more, who lived in the district, and who owned at least fifty acres of land in the district. The right to vote (suffrage) was extended to more people by federal laws made from 1808-1811. As of 1811, the right to vote in the Indiana Territory was given to any free white adult male who paid a small county or territorial tax. The voters were allowed to elect the territorial delegate to Congress and members of the territorial Legislative Council (upper house), who had been appointed by the President of the USA, as required by the Northwest Ordinance of 1787. Following is an excerpt from the Suffrage Act (March 3, 1811).

> Be it enacted...That each and every free white male person, who shall have paid a county or Territorial tax, and who shall have resided one year in said Territory, previous to any general election, and be at the time of any such election a resident of said Territory, shall be entitled to vote for members of the Legislative Council and House of Representatives of the Territorial Legislature, and for a Delegate to the Congress of the United States for said Territory....

---

6. Memorial for Statehood, 1815

Indiana Territory had a population of 60,000 in 1815, as indicated by an official census. According to the Northwest Ordinance of 1787, the territorial government had the right to petition for statehood whenever the territory had more than 60,000 inhabitants. Following is an excerpt from the Memorial for Statehood (December 11, 1815).

> ...we...pray the Honorable Senate and House of Representatives, in congress assembled, to order an election, to be conducted agreeably to the existing laws of this Territory, to be held in the several counties of this Territory...for representatives to meet in convention.... the convention thus assembled, shall have the power to form a constitution and frame of Government....
>
> ...we...express to the General government, our attachment to the fundamental principles of Legislation, prescribed by congress in [the Northwest Ordinance] particularly as respects personal freedom and involuntary servitude, and hope that they may be continued as the basis of our constitution.

---

7. The Enabling Act, 1816

Committees in both Houses of Congress studied the Indiana petition for statehood. An Enabling Act, to permit Indiana to hold a convention to write a state constitution, was passed by the House of Representatives and the Senate. President James Madison signed it on April 19, 1816. Following is an excerpt from the Enabling Act.

> ...the inhabitants of the territory of Indiana... are hereby authorized to form for themselves a constitution and state government...and the said state, when formed, shall be admitted into the union upon the same footing with the original states, in all respects whatever....
>
> ...all male citizens of the United States, who shall have arrived at the age of twenthy one years, and resided within the said territory, at least one year previous to the day of election, and shall have paid a county or territorial tax...are hereby authorized to choose representatives to form a convention....
>
> ...the convention shall be...authorized to form a constitution and state government.... That the same, whenever formed, shall be republican, and not repugnant to [the Northwest Ordinance of 1787]....

---

8. Indiana's First Constitution and Resolution of Admission, 1816

An Indiana Constitutional Convention met at Corydon on June 10, 1816. There were 43 delegates. They finished their work by signing the Indiana Constitution on June 29, 1816. The Congress and President of the United States approved this work. On December 11, 1816, President James Madison approved the resolution of Congress to admit Indiana to the Federal Union. Indiana became the 19th state. Following is an excerpt from the Resolution of Admission.

> ...the people of [Indiana] Territory did...by a convention called for that purpose, form for themselves a constitution and State government, which constitution and State government, so formed, is republican, and in conformity with the principles of the articles of compact [of the Northwest Ordinance]....
>
> Resolved by the...Congress..., That the State of Indiana shall be one...of the United States of America, and admitted into the Union on an equal footing with the original States, in all respects whatever.

Use evidence from the documents in this lesson to respond to the activities and questions that follow.

1. What is the main idea of each of the documents listed below?

a. Harrison Land Act
b. Suffrage Act
c. Memorial for Statehood
d. Enabling Act
e. Resolution of Admission

2. Which of the following statements can be supported with evidence from the documents (primary sources) in this lesson? Be prepared to back up your responses by referring to evidence in preceding documents and commentaries about the documents.

a. Indiana Territory moved directly from the first stage of territorial government to statehood.

b. The Harrison Land Act made it more difficult for the Indiana Territory to achieve statehood.

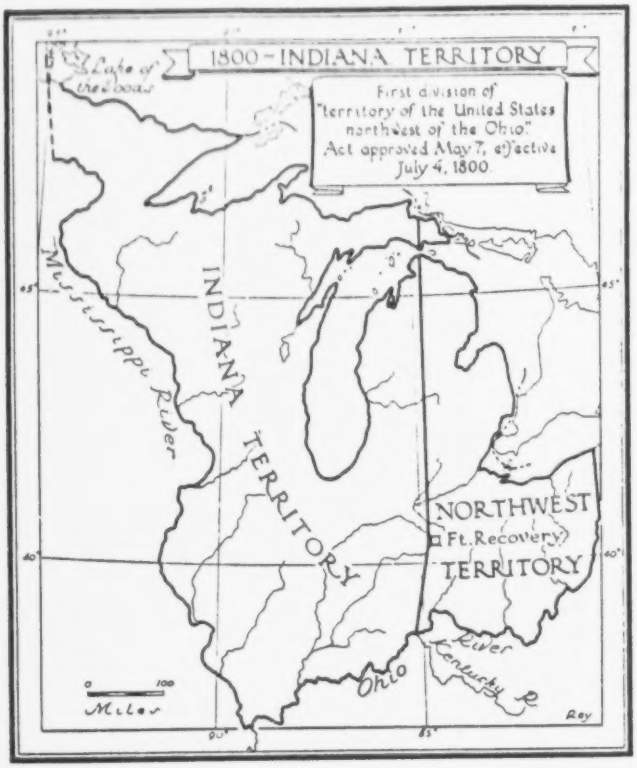
c. The federal government passed laws about suffrage in Indiana Territory that expanded the right to vote provided by the Northwest Ordinance of 1787.

d. Indiana Territory in 1805 was about the same size as the state of Indiana today.

e. Inhabitants of Indiana were supposed to enjoy civil liberties and rights provided by the Northwest Ordinance of 1787.

3. Write a brief essay in response to the following question. To what extent did Indiana's progress to statehood follow the rules set forth in the Northwest Ordinance? (Identify and discuss examples of conformity to the Northwest Ordinance and examples of deviation from it. Make judgments about whether or not deviations from the Northwest Ordinance were beneficial or harmful to the people of Indiana.)

4. Write a brief essay in response to this question. Does Indiana's progress to statehood show the value of the Northwest Ordinance in development of the United States? (Discuss strengths and weaknesses of the Northwest Ordinance as a means of government and of protecting the civil rights and liberties of the people.)


1800 - INDIANA TERRITORY
First division of "territory of the United States northwest of the Ohio." Act approved May 7, effective July 4, 1800
Lake of the Woods
Mississippi River
INDIANA TERRITORY
NORTHWEST TERRITORY
Ft. Recovery
Ohio River
Kentucky R.
Miles

1803 - OHIO ADMITTED
Enabling act approved April 30, 1802
Mississippi R.
Claimed by Ohio Constitution which was approved February 19, 1803 without mention of change in boundary.
INDIANA TERRITORY
OHIO
Ohio R.

1805 - MICHIGAN TERRITORY
Act approved January 11, effective June 30, 1805
Mississippi River
INDIANA TERRITORY
MICHIGAN TERRITORY
OHIO
Ohio River
Miles

1809 - ILLINOIS TERRITORY
By act approved February 3, effective March 1, 1809
Mississippi River
ILLINOIS TERRITORY
MICHIGAN TERRITORY
INDIANA TERRITORY
OHIO
Ohio River
Miles

1816-INDIANA ADMITTED
Indiana enabling act approved April 19, 1816.
Indiana admitted December 11, 1816.
Unshaded portion of Upper Peninsula left out of limits of any state or territory and with no government, 1816-1818.
ILLINOIS TERRITORY
MICHIGAN TERRITORY
INDIANA
OHIO
Mississippi River
Ohio River
Miles

1818-ILLINOIS ADMITTED
Illinois enabling act, approved April 18, 1818, extended Michigan territory and included all of Upper Peninsula. Illinois admitted December 3, 1818
MICHIGAN TERRITORY
ILLINOIS
INDIANA
OHIO
Mississippi River
Ohio River
Miles

1836-1837
-WISCONSIN TERRITORY-
-MICHIGAN ADMITTED-
White Earth River
WISCONSIN TERRITORY
MICHIGAN
Missouri River
ILLINOIS
INDIANA
OHIO
Ohio River
Miles
Wisconsin territory act approved April 20, effective July 3, 1836.- Act to fix northern boundary of Ohio and provide for admission of Michigan approved June 15, 1836 -- Supplementary enabling act approved June 23, 1836- Michigan admitted January 26, 1837---

LESSONS ON THE NORTHWEST ORDINANCE

TEACHING PLAN FOR LESSON 6: TIMETABLE OF MAIN EVENTS

Preview of Main Points

This lesson is a "timetable of events" associated with the making of the Northwest Ordinance and its influence on achievement of statehood in Indiana. The chronology begins with the Continental Congress' "Resolution on Public Lands" of October 10, 1780. It ends with President Madison's approval of a Congressional resolution admitting Indiana to the Federal Union as the 19th state.

Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade or in high school.

Objectives

Students are expected to:

(1) Demonstrate ability to use a timetable of events to locate facts.

(2) Use a timetable to answer questions about the chronology of main events associated with the Northwest Ordinance.

(3) Arrange major events in chronological order.

(4) Match main events with the dates of those events.

(5) Interpret facts presented in a timetable in order to construct explanations about the relationships of events associated with the making of the Northwest Ordinance.

Suggestions for Teaching the Lesson

Opening the Lesson

This lesson might be used as an overview to a textbook section on the Northwest Ordinance, which will be included in the textbook Chapter on the Constitutional Convention. If so, ask students to read the events in the timetable and to raise questions about the making of the Northwest Ordinance, its relationship to events in the making of the Constitution, and its influence on national development in the United States. Questions raised in this classroom discussion might be answered by the textbook chapter, which would be read after discussing this timetable.

This lesson might be used as a review of material covered in a textbook chapter about the Northwest Ordinance and the making of the Constitution of the United States. If so, ask students to read the events in the timetable and to use the listing as an aid to summarizing and reviewing material covered in the textbook chapter.

Developing the Lesson

Have students use the timetable to complete Activities 1 and 2 at the end of the lesson. The activities are (1) Arranging Facts in Chronological Order and (2) Matching Activity.

Discuss correct answers with students. See the answers at the end of the lesson plan.

Concluding the Lesson

Have students complete the activity at the very end of the lesson. It is titled, "Interpreting Facts in a Timetable."

Discuss items in the final activity with students. This activity involves interpretive and speculative responses. There may be reasonabale differences in the answers of students. Probe for reasons in support of responses.

Answers to Activities 1 and 2

1. Events below are listed in chronological order.

Signing of the Treaty of Paris
Virginia Act of Cession
Meeting of the Annapolis Convention
Passage of the Northwest Ordinance
Conclusion of the Constitutional Convention in Philadelphia
Ratification of the Constitution of the United States
Bill of Rights Added to the United States Constitution
Establishment of the Indiana Territory
Conclusion of the Constitutional Convention at Corydon
Indiana Became the 19th state of the United States

2. Answers to Matching Activity (Roman numerals that belong in the spaces in List B.

(1) VI
(2) VIII
(3) VII
(4) III
(5) I
(6) IV
(7) II
(8) V
(9) X
(10) IX

LESSON 6: TIMETABLE OF MAIN EVENTS

Main events associated with the Northwest Ordinance appear below in chronological order. This list includes three parts: (1) events preceding enactment of the Northwest Ordinance, (2) events of 1787 (when the Northwest Ordinance was passed) until 1791, and (3) events from 1800 to 1816 that led to statehood of Indiana.

I. EVENTS PRECEDING THE NORTHWEST ORDINANCE

A. October 10, 1780. The Continental Congress passed a "Resolution on Public Lands" saying that land ceded to the United States by particular states would be settled and formed eventually into separate states.

B. March 1, 1781. All 13 states of the United States of America ratified [approved] the ARTICLES OF CONFEDERATION, the first constitution [plan for government] of the new country.

C. September 3, 1783. The United States and Great Britain signed the TREATY OF PARIS, officially ending the War of Independence. The British government recognized the sovereignty [independence] of the United States, and the Treaty established the boundaries of the new nation.

D. December 20, 1783. The legislature of Virginia passed the VIRGINIA ACT OF CESSION, which yielded the state's claims to lands in the western part of the country to the United States. The Virginia Act of Cession was delivered to and accepted by Congress on March 1, 1784.

E. April 23, 1784. Congress approved the TERRITORIAL ORDINANCE OF 1784, written by Thomas Jefferson, to serve as a plan for temporary government of the western territories. Although it was never put into effect, this plan influenced the content of the Northwest Ordinance of 1787.

F. May 20, 1785. Congress passed the LAND ORDINANCE OF 1785, which was a plan for dividing and selling land in the western territories.

G. September 11-14, 1786. The ANNAPOLIS CONVENTION was held. Delegates from five states -- New York, New Jersey, Delaware, Pennsylvania, and Virginia -- attended this meeting in Annapolis, Maryland. The convention issued a report that called upon the thirteen states to send representatives to a new convention to be held in Philadelphia in May, 1787 for the purpose of revising the Articles of Confederation.

II. EVENTS OF 1787-1791

A. February 21, 1787. Congress approved a convention in Philadelphia to revise the Articles of Confederation.

B. May 25, 1787. A quorum of delegates from seven states arrived in Philadelphia to start the meeting known as THE CONSTITUTIONAL CONVENTION.

C. July 13, 1787. While the Constitutional Convention met in Philadelphia, the Congress of the Confederation enacted the NORTHWEST ORDINANCE, which was a plan for governing the territory north and west of the Ohio River. Freedom of religion, right to trial by jury, and public education were asserted as rights of the people. Slavery was banned.

D. September 17, 1787. Each of the twelve state delegations voted to approve the final copy of the Constitution, which had been written by participants in the Constitutional Convention at Philadelphia. The Convention was adjourned.

E. September 20, 1787. Congress received the proposed Constitution from the Philadelphia Convention.

F. September 28, 1787. Congress voted to send the Constitution to the legislature of each state. Congress asked each state to hold a special convention, which would either ratify [approve] or reject the Constitution.

G. June 21, 1788. New Hampshire was the ninth state to ratify the Constitution. According to Article VII, nine states had to ratify the Constitution to make it the law of the land.

H. September 13, 1788. Congress set dates for the elections of a President and members of the House of Representatives and Senate to be carried out according to the new Constitution.

I. April 1, 1789. The House of Representatives met for the first time.

J. April 6, 1789. The Senate met for the first time.

K. April 30, 1789. Geogrge Washington was inaugurated as first President of the United States under the new Constitution.

L. September 25, 1789. Congress approved twelve proposed amendments to the Constitution, which would provide certain civil liberties and rights to the people.

M. December 15, 1791. Virginia was the 11th state to ratify ten of the constitutional amendments proposed by Congress. Three-fourths of the states had now approved them, as required by Article V of the Constitution. These ten Amendments are known as the Bill of Rights.

III. EVENTS OF 1800-1816

A. May 7, 1800. A law was enacted by the federal government that established the Indiana Territory.

B. December 5, 1804. Governor Harrison proclaimed that the Indiana territory had advanced to the "second or representative grade of Government" under provisions of the Northwest Ordinance.

C. December 11, 1815. A petition for statehood was approved by the Indiana legislature and sent to the Congress of the United States. The petition claimed that Indiana Territory had met conditions required for statehood established by the Northwest Ordinance.

D. April 19, 1816. The federal government passed an Enabling Act that provided for election of delegates to a convention to write a Constitution for state government in Indiana.

E. June 10, 1816. Delegates assembled at Corydon to write a constitution for state government in Indiana.

F. June 29, 1816. Delegates to the Indiana Constitutional Convention signed the new Constitution.

G. December 11, 1816. James Madison, President of the United States, approved a resolution by Congress admitting Indiana to the Federal Union as the nineteenth state.

USING FACTS IN THE TIMETABLE

1. Arranging Facts in Chronological Order. The items in the list below are NOT in chronological order. Rearrange these items in chronological order (the order in which they happened). Write your list of items correctly, in chronological order, on a separate piece of paper.

Scrambled List of Ten Events

a. Ratification of the Constitution of the United States
b. Signing of the Treaty of Paris
c. Establishment of the Indiana Territory
d. Virginia Act of Cession
e. Passage of the Northwest Ordinance
f. Indiana Became the 19th state of the United States
g. The Bill of Rights was added to the United States Constitution
h. Meeting of the Annapolis Convention
i. Conclusion of the Constitutional Convention in Philadelphia
j. Conclusion of the Constitutional Convention in Corydon.

2. Matching Activity. Match the dates in LIST A with the correct events in LIST B. Write the numeral corresponding to each date in LIST A in the correct space next to an event in LIST B.

LIST A		LIST B	
I	September 3, 1783	____(1)	The Annapolis Convention
II	May 7, 1800	____(2)	Ratification of the U.S. Constitution.
III	December 15, 1791	____(3)	Passage of the Northwest Ordinance
IV	December 11, 1816	____(4)	Ratification of the Federal Bill of Rights
V	September 17, 1787	____(5)	Signing of Treaty of Paris
VI	September 11, 1786	____(6)	Indiana Achieved Statehood
VII	July 13, 1787	____(7)	Indiana Territory Established
VIII	June 21, 1788	____(8)	Conclusion of the Convention that Wrote the Constitution of the United States.
IX	June 29, 1816	____(9)	Virginia Act of Cession
X	December 20, 1783	____(10)	Conclusion of the Convention that Produced Indiana's First Constitution

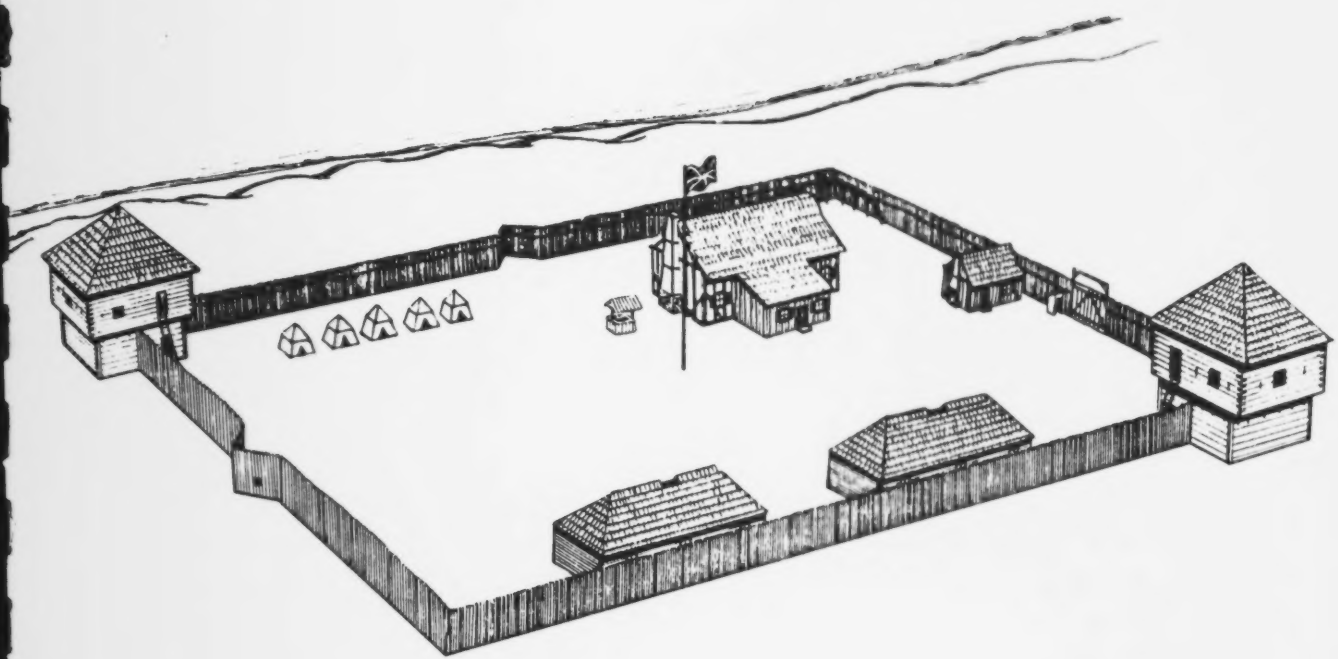
3. Interpreting Facts in a Timetable. Refer to facts in the Timetable to respond to the items below.

a. Identify three events that had a large influence on the content of the Northwest Ordinance.

b. Identify three events that indicate how the Northwest Ordinance affected the achievement of statehood in Indiana.

c. Which five events in the Timetable are the most important or significant events in the early history of the United States? List these events in chronological order. Explain your choices.

Fort Sackville
at Vincennes



Fort Sackville

Fort Sackville, captured from the British during the American Revolution by George Rogers Clark and his small force of frontiersmen, was located on the present-day grounds of George Rogers Clark National Historical Park. Begun in 1777 and named after a British government official, it was one of several forts built by the French, British, and Americans from 1732 to 1813 in the important frontier settlement of Vincennes.

In the opening years of the Revolution, the British dominated a large portion of the Trans-Appalachian frontier from their posts north of the Ohio River by sending Indian war parties against American settlers, including those in Kentucky. In an attempt to end these attacks on the Kentucky settlements, in the summer of 1778, Clark captured the British posts of Kaskaskia and Cahokia near the Mississippi River in the Illinois country, as well as gained control of Vincennes on the Wabash River. Although nominally under British rule after the treaty ending the French and Indian War, these posts were populated by French settlers that had no great affection for the British. As a result, the French on this portion of the Trans-Appalachian frontier quickly transferred their allegiance to the Americans. At the same time, however, the French at Detroit and other northern posts maintained their outward support of the British.

In December 1778, British Lieutenant-Governor Henry Hamilton came down from Detroit with a mixed force of English soldiers, French volunteers and militia, and Indian warriors to re-take Fort Sackville. Faced with this formidable array, the French settlers of Vincennes returned to their British allegiance.

At this point, Hamilton made a fateful decision by postponing his intended invasion of the Illinois country. Allowing most of his force to return to their homes for the winter, Hamilton planned to regather his army to defeat Clark in the spring; he then intended to join with tribes from south of the Ohio River to drive all American settlers from the Trans-Appalachian frontier.

Most of our information regarding Fort Sackville comes from a plan drawn by British Lieutenant Henry DuVernet at this time and from the description of subsequent changes made by Hamilton, who added a powder magazine, well, guardhouse, two barracks and two blockhouses to the existing eleven foot high palisaded walls and headquarters building. Measuring about 200 feet long, Fort Sackville did not form a perfect rectangle; each of the four sides was of a different length.

Determined to capture Hamilton, Clark and his force of approximately 170 American and French frontiersmen arrived in Vincennes after nightfall on February 23, 1779, following an epic 18 day trek from Kaskaskia through the freezing waters of the flooded Illinois country. At times in icy water up to their shoulders, it was Clark's determined leadership that brought them through this incredible mid-winter journey. The French citizens, eager to again renounce the British, greeted Clark's men warmly, providing food and dry gunpowder. Surrounding the fort, Clark successfully gave the impression of having a much larger army. Hamilton's garrison now consisted of approximately 40 British soldiers and a similar number of French volunteers and militia from Detroit and Vincennes. These latter troops were not enthusiastic when they realized that the French inhabitants of the town once again had gone over to the Americans.

To further unnerve the garrison, Clark ordered tunneling operations to begin from behind the riverbank a short distance from the fort; such tunnels were used to plant explosive charges under fort walls or powder magazines. At the same time, barricades were thrown up and entrenchments dug to provide additional cover.

Contemplating his predicament with increasing foreboding, Hamilton became resigned to surrendering and decided to request a meeting with Clark. After a lengthy and heated discussion at the nearby church, they returned to their respective posts, having failed to agree on what terms of capitulation would be acceptable. Hamilton was trying to hold out for liberal conditions; Clark was insisting on unconditional surrender.

At about this time, an event occurred which caused the British to realize more fully what might be their fate if the Americans were forced to storm the fort. An Indian raiding party that had been sent out by Hamilton to attack American settlers on the Ohio River came back to Vincennes during a lull in the firing and saw the British flag flying as usual from the fort. The unsuspecting warriors, gleefully yelling and firing their weapons in the air, realized their mistake too late. Several Indians were killed or wounded by the frontiersmen.

In retaliation for Indian raids that had killed large numbers of men, women and children on the frontier, Clark ordered four of the captured warriors to be tomahawked in full view of the fort. The executions also were intended to heighten the psychological pressure on the British, while illustrating to Indian observers that the redcoats could no longer protect those tribes that made war on the Americans.

Following this grim scene, a second meeting between Hamilton and Clark took place. Shortly afterwards, the lieutenant-governor reluctantly agreed to Clark's final terms, which in effect were just short of unconditional surrender. At 10 o'clock on the morning of February 25, 1779, Hamilton led his troops out of the fort to lay down their arms.

Although unable to achieve his ultimate objective of capturing Detroit, Clark successfully countered British and Indian moves during the remainder of the conflict, preventing them from achieving their goal of driving the Americans from the Trans-Appalachian frontier. Largely as a result of Clark's military activities and the skills of the American peace negotiators, the British ceded to the United States a vast area of land west of the Appalachians, including the present-day states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and the eastern portion of Minnesota.

George Rogers Clark National Historical Park

George Rogers Clark

George Rogers Clark, one of the great figures of the American frontier, was born on November 19, 1752, in Virginia. Seeking his fortune in the west, Clark migrated to the Kentucky wilderness region in 1772. Despite his youth and lack of formal education, Clark's impressive manner and intelligence quickly gained him a position of leadership during a time of political and military upheaval.

In the opening years of the Revolution, the British dominated the frontier from their posts north of the Ohio River, sending Indian war parties against the Kentucky settlements. In an attempt to end these Indian attacks, Clark and his small force of frontiersmen captured the British posts of Kaskaskia and Cahokia in the Illinois country, as well as Vincennes here on the Wabash River. The march of his force across the flooded Wabash and the capture of Fort Sackville at Vincennes in February 1779 will remain forever as an example of incredible fortitude and bravery.

Although he was unable to achieve his ultimate objective of capturing Detroit, Clark successfully countered British and Indian moves during the remainder of the conflict. This prevented the British from achieving their goal of driving the Americans from the trans-Appalachian frontier.

Due to Clark's military activities and Benjamin Franklin's negotiating skills, at the close of the Revolution the British ceded to the United States a vast portion of land west of the Appalachians, including the present day states of Ohio, Indiana, Illinois, Michigan and Wisconsin.

Clark's later life was one of sad decline. His political enemies falsely accused him of irregularities in the conduct of his campaigns. As a result, large sums of money due him from the government were left unpaid. He spent the remainder of his life in a condition close to poverty. By the time of his death in 1818, however, his great service and contribution to our nation had begun to be more fully appreciated. As one of the orators at Clark's funeral so aptly stated, "The mighty oak of the forest has fallen, and now the scrub oaks may sprout all around."

The Indians

The Algonquian tribes, including the Chippewas, Miamis, Ottawas, Potawatomis, Kickapoos, and Shawnees, were the major group of Indians in the region north of the Ohio River from the Appalachians to the Mississippi. Influenced by the French during the 1600s and 1700s, the way of life of these tribes had been modified by an increasing dependence on trade goods such as firearms, steel knives, iron axes, metal cooking implements, cloth and liquor.

The Algonquians for the most part had been allied with New France (Canada) during the long series of colonial wars with England and played an important part in this conflict. Following the final British victory over the French in 1760, these tribes came to accept the British presence at former French posts in the interior, due in part to their continuing need for European trade goods.

Despite the advantages of trade, however, in the years immediately preceding the American Revolution, the Indians viewed the increasing numbers of English settlers coming over the Appalachians with mounting dismay. Sporadic raids of the new settlements soon began.

After the majority of these settlers had joined the rebellion against England, British officers at Detroit encouraged the Indians to increase these attacks. At this time, the Algonquian tribes had an estimated strength of 6,000 warriors. The Indians' main tactic was surprise and this, combined with their redoubtable wilderness fighting abilities made them formidable opponets.

Clark's capture of Kaskaskia, Cahokia, and Vincennes greatly impressed the tribes and some decided to adopt a neutral stance during the conflict. Others more fully realized the basic threat to their way of life posed by the American settlers. As a result, those Indians that felt the most threatened continued their attacks on the American settlements.

The French

During the two centuries that France was active in North America her explorers, fur traders, missionaries, and soldiers spread through the interior of the continent via the St. Lawrence, Great Lakes, and Mississippi waterways. From the earliest days in the beginning of the 1600s, the leaders of New France (Canada) had recognized that a small population made cooperation with the Indians imperative.

Frenchmen arriving in Canada had been eager to take to the woods and enter the lucrative fur trade. The roving French coureur de bois and voyageurs soon became a vital part of the North American frontier. They lived among the Indians and as the generations passed, virtually all of the tribes came to have an infusion of French blood.

Although the French made a general claim of sovereignty over these lands of the interior, they did nothing to disturb the Indians' actual possession of it, aside from establishing small forts and posts. The most important of these settlements were Detroit, Michilimackinac, Kaskaskia, Cahokia, and Vincennes. The population of these villages were divided into an upper class, composed of military officers and wealthy traders and a lower class of smaller traders, farmers, and artisans. The fur trade with the Indians dominated the economy and much of the daily activity. Commerce was also carried on with Montreal and New Orleans by canoe and bateau.

When control of these settlements passed to the British in the 1760s following their victory over France, the French civilian inhabitants were allowed to remain after taking an oath of allegiance to the English crown. At Detroit and Michilimackinac, where the British remained in control during the American Revolution, the French, for the most part, supported the English. When Clark and his men arrived at Kaskaskia, Cahokia, and Vincennes, however, the great majority of the French inhabitants in those settlements quickly showed their underlying, age old dislike for the English by supporting the Americans.

The British

When the American Revolution began there were approximately 8,000 British soldiers scattered at posts throughout North America. Although these numbers were greatly increased during the conflict, only a very small portion were ever stationed in the region west of the Appalachians.

Most of the British officers were drawn from the upper classes, while the enlisted men were recruited from the lowest. Often those convicted of crimes were given the alternative of enlistment in the army or jail. The life of a common soldier was harsh; it included low pay, poor food, bad quarters, hard manual labor, frequent drilling and severe punishments for infractions of the rules.

Normal British tactics, common to all European armies of the 18th century, involved the firing of volleys by ranks followed by a charge with the bayonet. The British soldier was trained to reload and fire the Brown Bess Musket on command at the rate of three times a minute.

On the frontier, these formal tactics were, of necessity, largely abandoned. The main role of the British officers and soldiers in this region during the Revolution was to garrison forts and accompany Indian war parties.

Beginning in 1777, Lieutenant-Governor Henry Hamilton at Detroit encouraged the Indians to attack the rebellious American frontiersmen by supplying warriors with firearms and ammunition. Successful returning war parties were rewarded with presents. Although never fully substantiated, it became the widespread belief on the frontier that Hamilton was paying a reward for American scalps.

Clark's capture of Hamilton and Fort Sackville at Vincennes in February 1779 proved a crucial setback to Britain's campaign plans in the trans-Appalachian region; one from which they never fully recovered. Although the British continued to encourage Indian raids on frontier settlements, their efforts to win the war in the west were ultimately futile.

The American Frontiersmen

It was not until the 1760s that significant numbers of hunters and settlers from the English colonies began crossing the Appalachians. Many of these frontiersmen had previously lived on the fringes of settlement east of the mountains, while others were more recent arrivals from Europe.

In the Kentucky region, reckless and resourceful long-hunters, such as Daniel Boone, were in the vanguard. These intrepid individuals ranged the wilderness in small parties, often staying for months before packing their pelts back to civilization. Soon speculators, surveyors, and families seeking land were following in their footsteps.

By the outbreak of the American Revolution there were an estimated 300 persons in the Kentucky region; most of those quickly embraced the colonial rebellion against the British. The typical settler in Kentucky during this period lived in a one-room cabin surrounded by a stump-dotted clearing near one of the small forts or stations. These pioneers maintained a marginal level of subsistence by hunting and planting crops.

The forts afforded some measure of protection, but it was an easy matter for Indian war parties to pass by these strong points and attack isolated cabins. For this reason, the Kentuckians attempted to keep scouts roving the woods to give warning of approaching war parties. The frontiersmen adopted many of the Indian tactics of wilderness warfare; when properly led, as by Clark, they were formidable fighters.

As the frequency of attacks on the settlements mounted in 1777, George Rogers Clark determined to stop these raids by capturing the British posts north of the Ohio. Due in large part to Clark's leadership and success, the flow of settlers into Kentucky increased during this crucial period despite the ravages of war.

After the Revolution these American frontiersmen and their descendants continued their relentless push west making possible our country's eventual expansion to the Pacific Ocean.

The George Rogers Clark Memorial

In the mid 1920s, during the 150th anniversary of the American Revolution, interest in commemorating the great accomplishments of George Rogers Clark grew in Vincennes, Knox County, and the State of Indiana. At that time the site of Fort Sackville, captured by Clark, was covered by a warehouse, grain elevator, feed mill, and boarding houses.

As the commemorative proposals gained momentum, Congress created the George Rogers Clark Sesquicentennial Commission to construct an impressive memorial that would be in keeping with the contributions of Clark and the American frontiersmen. The magnificent plans of Frederick Hirons won a national architectural competition, and construction of the memorial began in 1931.

The stately and imposing structure was completed in 1933. Built in the classic Greek style, the building is encircled by sixteen massive pillars. The exterior of the memorial is granite, the interior limestone and marble. Seven large murals in the interior were painted by artist Ezra Winter and depict important facets of Clark's campaign and its far-reaching results. A bronze statue of this military hero of the frontier, sculpted by Hermon A. MacNeil, stands in the center of the rotunda.

Soon after work on the memorial started, development of the extensive walks and grounds commenced. The approach to the Indiana side of the Lincoln Memorial Bridge, which was being constructed at that time, was incorporated into the formal landscaping. Statues of Francis Vigo and Father Pierre Gibault, both of whom had played an important role in the Clark campaign, were also placed on the grounds.

The Clark Memorial was dedicated by President Franklin D. Roosevelt on June 14, 1936, in a ceremony attended by thousands. During the following years, the site was administered by the State of Indiana until designated a unit of the National Park System, as the George Rogers Clark National Historical Park, in 1966.

This publication was produced in cooperation with Eastern National Park and Monument Association.

Text by Bob Holden – Drawings by Richard Day

INDIANS IN INDIANA

Instructional Activities

1. Discuss the Indians who lived in what is now Indiana.

Student Activities

1. On a blank map of Indiana mark where the various Indian tribes were found.

2. Have students do a short report on one of the following:
   A. Indian Tribe found in Indiana
   B. Little Turtle
   C. Pontiac
   D. Tecumseh
   E. Menominee
   F. Trail of Tears
   G. Battle of Tippecanoe
   H. Battle of Fallen Timbers
   I. Trail of Death

3. On a United States map mark the Indians in Indiana and also where they were moved to in the West.

4. Have students solve the wordsearch puzzle on Indians in Indiana.
   Note: Answers may be found from top to bottom, bottom to top, backwards, shared letters, criscross, around corners, etc.

INDIANS IN INDIANA

I. Anthropologists and archeologists are convinced that the first inhabitants of Indiana originated in Asia.
   A. Bering Strait
      1. 30 miles wide
      2. Frozen in winter
   B. By St. Lawrence Island
   C. Via the Aleutian Islands

II. Early Indian History
   A. Paleo-Indian Period (13,000-9,500 B.C. years ago)
      1. Identified by large projectile points
      2. Were hunters of now extinct animals
   B. Archaic Period (4,000-500 B.C.)
      1. Lived in small groups which were mobile
      2. Were hunters, food-gatherers, fishers
      3. Did not use bow and arrow, nor make pottery
      4. Divided into Early and Late Periods
      5. Late Archaic Period identified by
         a. Mussel shell middens (in S. Ind.)
            1) Crawford Uplands
            2) McKinley Site, Hamilton Co., Ind.
         b. Glacial Kame cemeteries (in N. Ind.)
            1) Found as far south as Shelby Co., Ind.
         c. Red Ocher (in W. Ind.)
            1) Cemetery found in Terre Haute
   C. Woodland Tradition (Early) 800 BC - 300 AD
      1. Marked by appearance of fire hardened pottery
      2. Early Woodland Groups depended on hunting, fishing, food-gathering
      3. Pottery from this grouping called Marion Thick
         a. Found from southern Indiana to the lake region
         b. Pottery is thick, heavy, corded patterned
      4. Site found near Yankeetown, Warrick Co.
      5. First complex burial mounds are located
         a. People called Adena after Ohio site
         b. Adena sites have been found at Winchester, Brookville, Lawrenceburg
   D. Middle Woodland Tradition (500 BC)
      1. Called Hopewellian
      2. Found in Posey Co., Indiana
      3. Grew corn, traveled widely
      4. Were traders
      5. Mounds of Mounds State Park (near Anderson) may be of this group
   E. Late Woodland Tradition
      1. Composed of
         a. Middle Mississippi (1200 AD)
         b. Ancient Societies (1400 AD)
      2. Middle Miss. found in Posey, Vanderburgh, Spencer, Warrick Counties
      3. Ft. Ancient found in Dearborn, Ohio, and Switzerland Co.
      4. These were the peak of the Woodland Tradition
      5. During this period the Lenni Lenape came to Indiana according to Book Five of Walam Olum, Verses 1 and 2
      6. Were somewhat organized in politics, religion, and economy
      7. Angel Mounds (1300-1500 AD)
         a. p. 24-26
         b. Glenn A. Black

INDIAN TRIBES PRINCIPALLY ASSOCIATED WITH INDIANA

I. When in the 1600's white men began to arrive in increasing numbers, Indiana
   A. Had a very small Indian population
   B. Those here were largely Algonquian-speaking refugees from the powerful Eastern Iroquois

II. In the late 1600's, white men found Miami's living a semisedentary life on the St. Joseph River and near Chicago. By the early 18th C. part of the Miami tribe occupied the country north and northwest of the upper Wabash, then eastward to around Ft. Wayne (Kekionga)

III. Weas lived at Quiatanon near what is now Lafayette on the Wabash River. They had originally migrated from the Great Lakes region.

IV. The Piankashaws in the late 1600's lived near the mouth of the Vermilion River. They migrated from the Great Lakes region. They finally settled between the forks of the White River and the Wabash near the area of present day Vincennes.

V. The Delaware were originally from the eastern seaboard and were pushed westward by white settlement. They moved into Indiana in the 1700's. They received permission from the Miami to settle between the White and Ohio Rivers.

VI. The Kickapoos came into Indiana in the 1700's. They established themselves along the Wabash with stiff opposition from Miamis. They originally came from the Great Lakes area.

VII. In the late 18th and early 19th C. the Shawnee used Indiana as a hunting ground. They strongly influenced the Kickapoos of the Wabash Valley and the activities of the Potawatomies. They originally migrated from the Great Lakes region to eastern seaboard because of the press of white settlement. They lived on both sides of the east fork of the White River.

VIII. The Potawatomies were the last large group to migrate into Indiana (1795). They originally migrated from the Great Lakes area. They set themselves up in villages from the Kankakee River eastward across the state and were especially numerous around the headwaters of the Tippecanoe.

IX. The Wyandotte were also called the Huron. They settled in the southern part of Indiana between the east fork of the White River and the Ohio River.

By the outbreak of the American Revolution most of the Indians of the West had allied themselves with the British against the Americans.

INDIANS OF NOTE

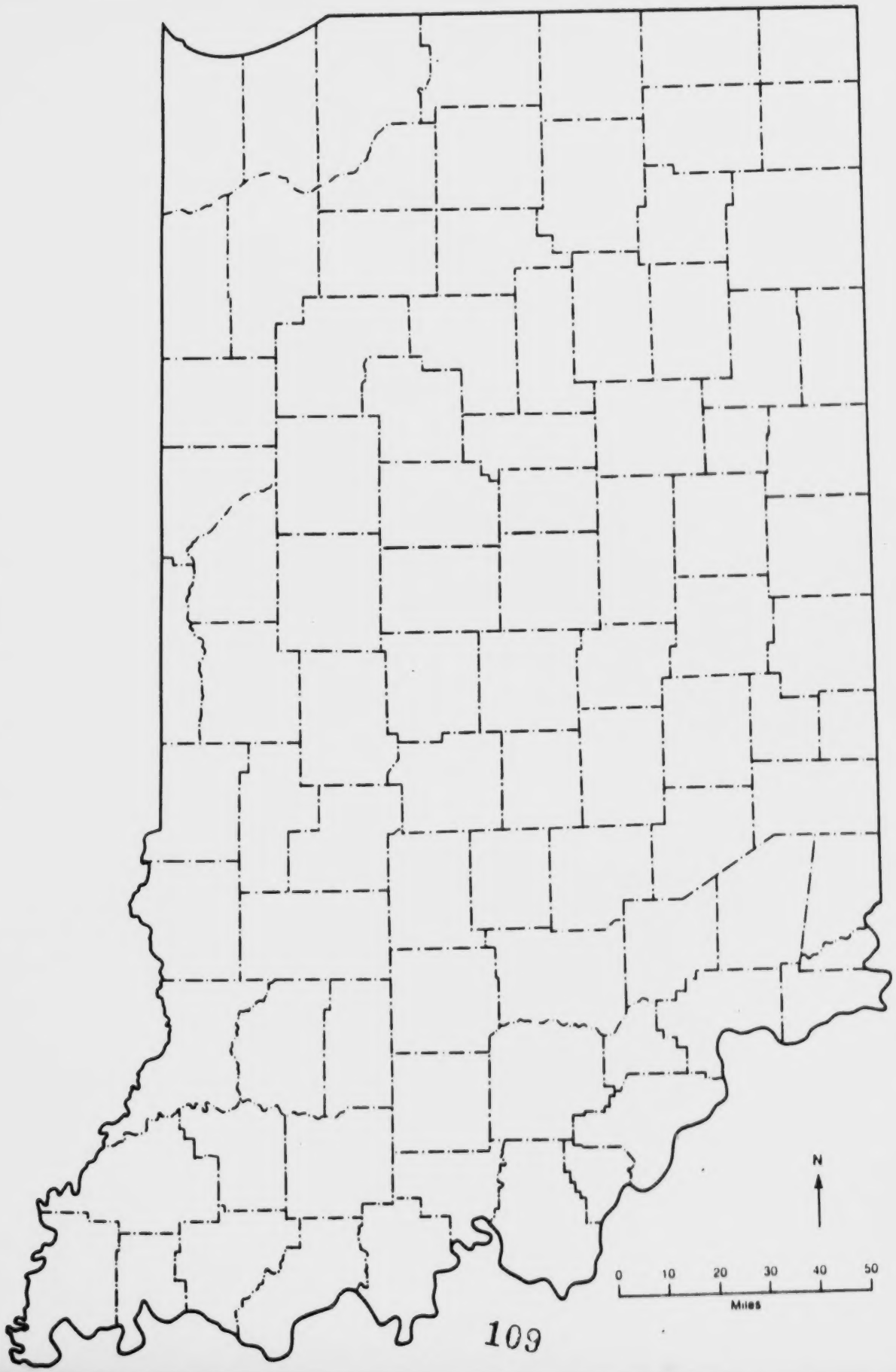
A. The Little Turtle - Miami
   1. Defeated Gen. Josiah Harmar's forces who were sent to destroy Kekionga
   2. Defeated Gen. Arthur St. Clair
   3. Gen. Anthony Wayne defeated him at the Battle of Fallen Timbers, then destroyed Kekionga
   4. Little Turtle then turned to statesmanship and talked against liquor

B. Tecumseh - Shawnee
   1. Idea was to build an Indian federation
   2. Twin brother was called The Prophet
   3. Prophet was defeated by Wm. H. Harrison at Battle of Tippecanoe

C. Menominee - Potawatomi
   1. Wanted his land
   2. Tribe taken on "The Trail of Death"
      a. 2 month journey
      b. 150 deaths
   3. Monument set up at Plymouth, Indiana, in his memory

D. Only a few Indians lingered in Indiana after 1838

INDIANS IN INDIANA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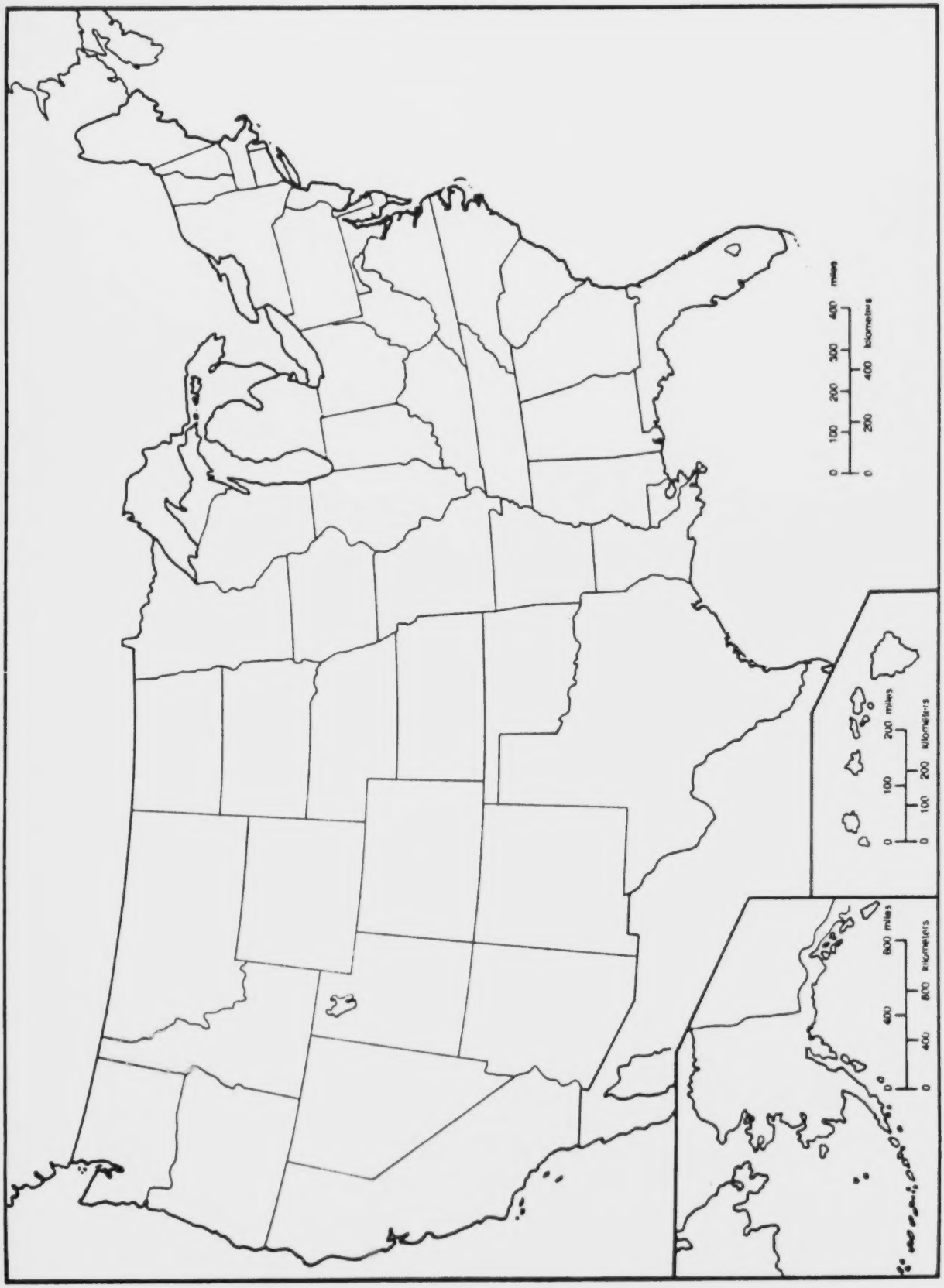
UNITED STATES (Including Alaska and Hawaii)



INDIANS IN INDIANA

W A Y N E A R S T U N A I L L E

Y I J K A M U C H V A B M N I W

N A L M B S S E A X R W L O T E

O F A L L E N T I M B E R S T P

H B N I I H O E C M W A K P L O

T A G M O A B T X A G C J Q E H

N D E A L D M E B R E P P I T K

A E L I E N E H C I B C I R U E

P N M M R A A P E O E X A S R K

I A O P A L E O I N D I A N T I

A C U N W D T R D T R O H O L O

N D N O A O T P E H S V G T E N

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S G D N P X K I C K W N E V R Y

H H A U Q M E E N I M O N E M R

A Y I O R L P O T A W A T O M I

W A L A M O L U M I L H D N O S

INDIANS IN INDIANA

Wordsearch

Paleo - Indian

Archaic

Woodland

Angel Mounds

Adena

Mounds

Marion Thick

Hopewellian

Walam Olum

Miami

Wea

Piankishaw

Delaware

Kickapoo

Shawnee

Pottawatomi

Wyandotte

Little Turtle

Anthony Wayne

Fallen Timbers

Tecumseh

Prophet

William Henry Harrison

Menominee

Tippecanoe

Kekionga

Trans-Appalachian Indian Tribes at the Time of the American Revolution

Trans-Appalachian Indian Tribes at the Time of the American Revolution

The many Indian tribes located between the Appalachian Mountains and Mississippi River constituted a strong military force on the western frontier throughout the long years of the Revolutionary War. Although never unified, the warriors from these tribes greatly outnumbered both the British and the Americans in this region. The threat posed to their way of life by the beginning of the American settlement west of the Appalachian Mountains caused most of the Indians to favor the British. Starting in 1777, English officials actively encouraged the Indians to attack the rebellious American frontiersmen by supplying warriors with weapons and ammunition. In addition, successful war parties returning with scalps and prisoners were rewarded with presents. The Indians' major tactic was surprise; this, combined with their wilderness fighting skills, made them formidable adversaries.

THE MIAMI had their main villages at present-day Fort Wayne, Indiana. Two important sub-groups of the Miami were the Wea, located at present-day Lafayette, Indiana, and the Piankashaw, centered further south on the Wabash River in the Vincennes area. Only the Miami gave substantial support to the British during the Revolution; the Wea seemed to prefer remaining neutral and most of the Piankashaw openly favored the Americans.

THE DELAWARE, already pushed westward from the Atlantic coast by pressure from the white advance, had taken up residence in present-day Ohio and Indiana by the start of the Revolution. During the conflict, the tribe divided into pro-British, pro-American, and neutral factions. Those Delawares favoring the English gained in numbers and became increasingly active during the latter part of the conflict.

THE SHAWNEE were among the most active and relentless tribes in raiding the American frontier settlements in what is now West Virginia and Kentucky. In retaliation, their villages in present-day southern Ohio were attacked by forces under George Rogers Clark in 1780 and 1782.

THE MINGO were a detached portion of the Iroquois (primarily Senecas) that had migrated westward from present-day New York into what is now western Pennsylvania and eastern Ohio by the time of the Revolution. Although not large in numbers, they took a very active part in raiding American settlements during the war.

THE WYANDOT, centered along the southern shore of Lake Erie, were very active in their support of the British during the war. In addition to raiding American settlements, they constituted a major buffer against any contemplated attack on the British headquarters at Detroit by American forces from the east.

THE POTAWATOMI were split in their allegiance during the Revolution. The western Potawatomi around the shores of Lake Michigan tended to favor Clark and the Americans, while the eastern portion of the tribe located at Detroit was loyal to the British. During the long war, the latter group took part in raids on American settlements in Pennsylvania, Ohio and Kentucky.

THE OTTAWA, located near Detroit and other areas in present-day Michigan, were very active as British allies. Warriors from this tribe joined war parties against the Amercan frontier settlements throughout the conflict.

THE KICKAPOO, situated in the Illinois country, did not aid the British to any extent until the latter part of the conflict. One of the most feared tribes, they spent most of the war fighting their traditional enemies, the Chickasaw.

THE SAC and FOX had formed a close alliance in the mid-1700's. Occupying land along the Mississippi River in present-day northern Illinois, they did not elect to play an active role during most of the Revolution.

THE WINNEBAGO and MENOMINEE, located in present-day Wisconsin, were among the most loyal of the British allies. Warriors from these tribes took part in campaigns against the Americans in locations as widely separated as New York and what is now Missouri.

THE CHIPPEWA extended in range through what is now Michigan, Wisconsin, Minnesota and Ontario. During the Revolution, the portion of the tribe in the western Great Lakes region continued to devote most of their attention to the fur trade. Warriors from eastern Chippewa bands near the British headquarters at Detroit were more active militarily and raided American settlements in Pennsylvania, Virginia and Kentucky.

THE CHEROKEE were a large tribe living in what is now western North Carolina and eastern Tennessee. Drawn early into the war on the side of the British, they soon suffered reverses from the Americans. Thereafter, the most hostile portion of the tribe, known as the Chickamauga, moved westward to the middle Tennessee region and continued their warfare against the American settlers around present-day Nashville.

THE CREEK, located in present-day Alabama and western Georgia, remained neutral for a time, but eventually the majority took the side of the British. The Upper Creek joined the Chickamauga faction of the Cherokee in attacking American settlements in the middle Tennessee region.

THE CHICKASAW, situated in what is now northern Mississippi, had been strongly allied to the British throughout the 1700s. Removed from the main theater of the war, their major efforts were made against Clark's western outpost at Fort Jefferson near the junction of the Ohio and Mississippi rivers.

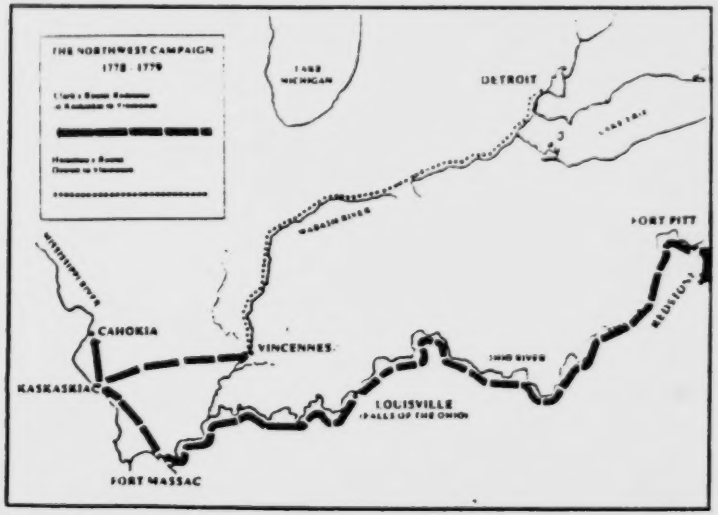
THE CHOCTAW, located in present-day southern Mississippi, were officially pro-British, but contributed little to the war effort.

GEORGE ROGERS CLARK NATIONAL HISTORICAL PARK

George Rogers Clark National Historical Park was established to commemorate the important role of George Rogers Clark and his small force of frontiersmen during the American Revolution. Located in historic Vincennes, Indiana, the site also recognizes the subsequent political, military, and economic development of the region north of the Ohio River during the territorial period from 1787 to 1815.

In the early years of the Revolution, the British dominated a large portion of the Trans-Appalachian frontier from their posts north of the Ohio River, sending Indian war parties against the Kentucky settlements. In an attempt to end these Indian attacks, Clark captured the British posts of Kaskaskia and Cahokia in the Illinois country, as well as Vincennes on the Wabash River. The march of his small volunteer army across the flooded prairie and the capture of Fort Sackville at Vincennes in February 1779 will remain forever as an example of incredible fortitude and bravery.

Although unable to achieve his ultimate objective of capturing Detroit, Clark successfully countered British and Indian moves during the remainder of the conflict, preventing them from achieving their goal of driving the Americans from the Trans-Appalachian frontier. Largely as a result of Clark's military activities and the skills of the American negotiators at the close of the Revolution, the British ceded to the United States a vast area of land west of the Appalachians, including the present-day states of Ohio, Indiana, Illinois, Michigan, and Wisconsin.



George Rogers Clark leading his troops through the freezing floodwaters of the Wabash River.

George Rogers Clark National Historical Park offers your group a wide variety of interesting educational opportunities. Staff members are available to assist you with your visit. Use this program guide for information regarding:

- Park use information
- Park facilities
- Interpretive programs
- Extended tour ideas
- General suggestions for your visit
- Bicentennial of Northwest Ordinance and the U.S. Constitution
- Film resources
- Suggested reading
- Book and other sales items

Hours: 9:00 A.M.-5:00 P.M. daily. Closed Thanksgiving, Christmas, and New Year's Day.

FILM RESOURCES

George Rogers Clark National Historical Park offers the following films for loan to schools at no cost. These films are sent on a first-request basis. Please ask for them as far in advance as possible at 812-882-1776. One copy of each film listed is available for circulation.

1. *Independence, a Force of Citizens* (10 minutes) illustrates the development of the Minutemen. (all ages)

2. *George Washington's Birthplace, a Childhood Place* (14 minutes) utilizes scenes from Washington's Boyhood Home, showing the first President's early life. (all ages)

3. *Federal Hall Ever Changing Ever Free* (11 minutes) discusses the development of the Constitution and Bill of Rights. (all ages)

4. *Early Americans - Wilderness 1776* (20 minutes) provides a look at four different family groups (Hawaiian, American Indian, Eskimo, and Spanish) during the American Revolution. (all ages)

5. *George Rogers Clark and the Winning of the Old Northwest* (28 minutes) describes the Clark campaign by utilizing the Clark exposition at the Indiana State museum. (all ages)

6. *George Rogers Clark, Father of West* (21 minutes) tours Locust Grove, Clark's last home, describing events in his later life. (all ages)

7. *Alaska* (23 minutes) discusses the new national park, forest and wilderness areas in Alaska. (all ages)

8. *Private Yankee Doodle* (25 minutes) features a visit to a Revolutionary Continental Camp, giving a detailed look at military life of the period. (jr. high - adult)

9. *Washington's Headquarters - "Morristown"* (25 minutes) (A companion film to *Morristown - "Winter Encampment"*.) gives a dramatic comparison of what life was like for the Continental soldier and officer during the American Revolution. (jr. high and up)

10. *Saratoga - "Checkmate on the Hudson"* (21 minutes) depicts the surrender of British forces to the American commanders and shows the significance of Saratoga to the outcome of the American Revolution. (all ages)

11. *The Siege of Fort Stanwix* (24 minutes) portrays the suffering and ultimate success of the Americans at this important post. (all ages)

12. *King's Mountain - "The battle of"* (20 minutes) describes what happened at the epic and pivotal Battle of King's Mountain. (all ages)

13. *Minute Men - "To Keep Our Liberty"* (26 minutes) traces the events which led to the first armed conflict at Lexington and Concord. (all ages)

14. *Independence-Philadelphia Visitor Center Film* (22 minutes) follows deliberations which eventually led to the signing of the Declaration of Independence. (all ages) (Also available on VHS ½" tape.)

15. *Americans - "1776"* (27 minutes) looks at the personal life of several colonists, giving their opinions of the Revolution. (jr. high and up)

16. *Independence - Opposed Harmony* (21 minutes) features a discussion between George Washington, Alexander Hamilton, Thomas Jefferson, Henry Knox and others of the newly established United States. (jr. high and up)

17. *Morristown - "Winter Encampment"* (15 minutes) depicts the life of a private soldier during the Revolution. (jr. high and up)

18. *Federal Hall the Beginning* (18 minutes) illustrates the issues facing our new nation at the inauguration of Washington. (jr. high and up)

19. *Ever Changing Ever Free* (16 minutes) looks at the meaning of freedom by comparing the essence of the Bill of Rights to current events. (jr. high and up)

20. *A Few Men Well Conducted* (23 minutes) gives an authentic look at George Rogers Clark's 1778-79 campaign to capture Fort Sackville. (all ages) (the official park film) (also available on VHS and ¾" video tape)

21. *Historic Southern Indiana* (15 minutes) is a visitor guide to historic sites in Indiana. (all ages) VHS ½" tape only).

22. *Had You Lived Then: Life in the Woodlands Before the White Man Came* (12 minutes) gives a description of life of the Eastern Woodland Indians (all ages) (VHS ½" tape only).

CONSTITUTIONAL CONVENTION DELEGATES

U.S.A. - INDIANA

Instructional Activities

1. Provide students with pertinent information regarding the events leading up to the writing of the U. S. Constitution.

2. Provide students with pertinent information regarding the events leading up to the writing of the 1850 Indiana Constitution.

3. Discuss with students the types of things one would use to compare and contrast similar situations.

Student Activities

1. Have students make a list comparing the similarities of the delegates at the Conventions of 1787 (U.S.) and 1850 (Indiana).

2. Have students select one of the two Constitutions and evaluate it on the basis of available information regarding the delegates. Such things as prejudices, economics, philosophy, etc., may be used for evaluation.

3. After evaluating the delegates and the Constitutions, students should write an essay on the success or failure of the delegates to write a lasting Constitution.

DELEGATES TO THE INDIANA CONSTITUTIONAL CONVENTION OF 1850

What occupations were represented?

About 42% were farmers.
About 25% were lawyers.
About 12% were physicians.
Others were printers, editors, merchants, teachers, traders, tanners, curriers, accountants, manufacturers, joiners, millwrights, bricklayers, surveyors, and millers.

Where were they born?

13 were born in Indiana.
22 were born in Kentucky.
19 were born in Virginia.
19 were born in Pennsylvania.
17 were born in Ohio.
16 were born in New York.
10 were born in North Carolina.
7 were born in Tennessee.
7 were born in Maryland.
4 were born in South Carolina.
4 were born in Massachusetts.
2 were born in Connecticut.
1 was born in Delaware.
1 was born in Vermont.
1 was born in New Jersey.
1 was born in New Hampshire.
3 were born in Ireland.
3 were born in Scotland.

What ages were they?

Most were in their 30s and 40s.

THE CONSTITUTIONAL CONVENTION
MAY TO SEPTEMBER 1787

In February of 1787, the Articles of Confederation Congress calls for a new convention to revise the Articles of Confederation. Seven states had agreed to send representatives before the request, and five more states followed suit. In May of 1787, in Philadelphia, Penn., twelve states meet; Rhode Island does not send representatives. The states chose 73 representatives; 55 gathered; and about 40 attended regularly.

The 55 Representatives

GEOGRAPHY: Most areas were represented. Every important center of commerce and politics was represented. Frontier areas were the least represented (possibly because of anti-nationalist feeling, sparse settlement, and political inaction). The membership showed a high degree of mobility (8 were born outside the USA; 16 represented states they were not born in; at least 18 spent a year or more working or studying abroad. New Hampshire-Massachusetts-Virginia sent "pure' delegations of native sons).

POLITICS: Of the thirty stable factions in state politics, all except six were represented. Those in the city areas were over-represented, while the rural areas had poorer representation. Some who were elected chose not to attend. Such well-known men as Patrick Henry, Sam Adams, Thomas Jefferson, John Adams, and Thomas Paine did not attend for various reasons. Most were there because they wanted to be and also to give a boost to the nation. Almost all were leaders in their states.

WEALTH: Thirty were considered to be "well-to-do" to rich; 15 were considered to be "comfortable;" and 9 were of "modest to very modest means."

Ten had invested in city real estate.
Twelve had western lands for speculation.
Twenty received income from cultivated land.
Twenty-five had at least a few slaves.
Eight had money in bank securities and loans.
Six had ships at sea.
Three had manufacturing investments.
Perhaps two dozen had state and national securities.

CALLING:
Thirteen were planters
Fourteen were lawyers (Half were also involved in other activities)
Two were small farmers
Eight were merchants
Twelve were state office-holders
Three were physicians
One retired printer and diplomat
One retired lawyer, becoming an educator
One Jack-of-all-trades
One impossible to classify (James Madison)

RELIGION: Generally, there was not a strong religious motivation. Most could take or leave religion. These men were highly rationalistic and even secular in in spirit.

AGE: The average age of the entire convention was just over 43 years of age. The age of the two dozen or so delegates, of whom most was expected, was just over 45 years. Ben Franklin was the oldest at the age of 81 years.

EDUCATION: Twenty-six had graduated from college. Four or five others had attended college. Almost three dozen had spent time in one of the "law schools" (working in the office of an established attorney).

EXPERIENCE: Every man had been on the public payroll at one time. Three had served in the Stamp Act Congress. Seven were in the first Continental Congress. Eight signed the Declaration of Independence. Five fought against the British. At least thirty had done some type of military duty with half being seasoned veterans. Forty-two had served at one time or the other in the Congress of the United States. All but two or three had served as state or colonial officials. Perhaps twenty had helped to write their state constitutions.

At the convention, there were two major obstacles to overcome. First, they had to alay the fear that a strong national government would seize excessive power and be controlled by a few wealthy men. The second obstacle was the strong rivalry between the states.

The meetings were closed in the hope that the delegates would speak freely and be unafraid to express their views. Official notes of the proceedings were kept, but were not released until 1818. James Madison kept an unofficial record of the meetings. Taking notes during the meetings, Madison would then write them out in long-hand at night. Madison's notes, more complete than the official record, weren't released until his death in 1836.

Instructional Activities

1. Discuss the following concepts of government
   A. Three branches of government
   B. Three levels of government
   C. Checks and Balances
   D. Role of Government
   E. Need for Responsible Participation in the government process

Student Activities

1. Have students complete the study guide on the Constitution of Indiana.

2. Students should then be tested on this basic knowledge of the Constitution of Indiana.

3. Have students write a letter to someone who represents them in government (see Get Involved).

4. Have students define, and use in a complete sentence, the list of terms in the Indiana Constitution.

INDIANA'S CONSTITUTION SAYS....

1. Voting requirements in Indiana are:
   A. Age _____
   B. Citizen of _____
   C. Live in Precinct _____ days

2. Indiana's legislative body is The _____

3. All primary elections are held _____

4. All general elections are held _____

5. Requirements to be an Indiana State Senator are:
   A. Age _____
   B. Reside in Indiana _____
   C. Citizen of _____
   D. Reside in District _____

6. Requirements to be an Indiana State Representative are:
   A. Age _____
   B. Reside in Indiana _____
   C. Citizen of _____
   D. Reside in District _____

7. How many State Senators are there? _____

8. How many State Representatives are there? _____

9. When and how long does the General Assembly meet? _____

10. Requirements to be Governor of Indiana are:
    A. Age _____
    B. Citizen of _____
    C. Indiana Resident _____

11. Term of Indiana Governor is _____

12. Term of Indiana State Senator is _____

13. Term of Indiana State Representative is _____

14. Governor and Lt. Governor run _____

15. Governor takes office _____

16. The State Constitution lists the following state offices: _____

    _____

17. The State Constitution lists the following county offices: _____

    _____

18. The State Constitution lists which Judicial Offices?
    A. _____ C. _____
    B. _____ D. _____

19. The State Supreme Court is composed of
    A. _____ B. _____

20. Education is a State function. What does Indiana Constitution say about education? _____

_____

_____

_____

21. Education is paid for, in part, by _____

_____

22. What State institutions does Indiana's Constitution list?
    A. _____ D. _____
    B. _____ E. _____
    C. _____ F. _____
    G. _____

23. Indiana Government is paid for through _____

24. List Indiana's boundaries.
    A. _____
    B. _____
    C. _____
    D. _____

25. How may Indiana's Constitution be amended?

_____

_____

_____

Get Involved!

DIRECTIONS: Your opinions are important. Choose a subject you are concerned about. Then write a letter to someone who represents you in government. Write the representative most involved with the matter you are concerned about. Follow these guidelines.

1. State your concern. If you are writing about a bill, give its number or title.
2. Tell why you are concerned.
3. Give suggestions about how to solve the problem.
4. Be brief.
5. Write your elected officials when you are glad about something they did. Don't write only when you think they are doing something wrong.
6. Be sure to include your return address.

National Issues

President:

President _____
The White House
Washington, DC 20500

Senator:

The Honorable _____
United States Senate
Dirksen Senate Office Building
Washington, DC 20510

Representative:

The Honorable _____
United States House of Representatives
House Office Building
Washington, DC 20515

State Issues

Governor:

The Honorable _____
Governor of Indiana
State House
Indianapolis, IN 46204

State Senator:

The Honorable _____
Indiana Senate
State House
Indianapolis, IN 46204

State Representative:

The Honorable _____
Indiana House of Representatives
State House
Indianapolis, IN 46204

Local Issues

Check your local telephone book for county, township, city, and town addresses.

HERE'S YOUR INDIANA GOVERNMENT

1986-87
Indiana Chamber of Commerce

Refer to pages 56-57 Indiana Congressional Representation

TERMS IN INDIANA'S CONSTITUTION

Define or explain each of the following terms:

Preamble	Justice
Constitution	Rights
Equality	Responsibilities
Inalienable	Duty
Power	Inherent
Authority	Indefeasible
Conscience	Opinion
Preference	Creed
Compelled	Theology
Incompetent	Libel
Excessive	Compulsory
Bail	Double Jeopardy
Criminal Case	Penal Code
Civil Case	Compensation
Contract	Liability
General Assembly	Inhabitant
Residence	Freedom
Felony	Public
Misdemeanor	Private
Term	Trust

*In most dictionaries the first definition is the one most commonly used. If it does not apply to the area you are working in, (in this case - Law and Constitution) then you look at the other definitions for the one that applies. The guide words at the top of each page tell you what spellings are found there.

INDIANA FACTS AND FIGURES

Instructional Activities

1. Have students read the fact sheet on Indiana.
2. Discuss the information the fact sheet provides.
3. Discuss the impressions the students have of Indiana and what it is like.

Student Activities

1. Read the fact sheet on Indiana and answer the quiz.
2. Complete the wordsearch on Indiana.

INDIANA
WORD SEARCH WORDS

1. Indiana
2. Evansville
3. Ohio
4. Wabash
5. Indianapolis
6. Kentucky
7. Illinois
8. Marion Co.
9. Hoosiers
10. Ft. Wayne
11. N.D.(Notre Dame)
12. Purdue
13. Michigan
14. Cattle
15. Wheat
16. Forests
17. Coal
18. Crossroads of America
19. Vanderburgh Co.
20. Ohio River
21. Limestone
22. Soybeans
23. Tulip (Tree)
24. Vincennes
25. Cardinal
26. Brown Co.
27. Gary
28. Lake Wawasee
29. Peony
30. Steel
31. Hogs 35 Corn
32. I.U. (Indiana University)
33. I.S.U. (Indiana State) University
34. Canals

WORD SEARCH - INDIANA

I H S A B A W R E V I R O I H O

N N L A K E W A W A S E E D S I

D P D P Q H V I N C E N N E S H

I U R I S U O N A G I H C I M O

A R X M A R I O N C O A L A Y C

N D T B P N D S S G A R Y B N H

A U I M C N A O N I X T L Z O G

C E L T P Q X P C A E R T M E R

R M L I M E S T O N E R N L P U

O L I G H B O O R L A B S E E B

S E N C C A R Y N D I A Y E S R

S E O M H A R O K B U S T O T E

R T I Y E I L R W C D O X I S D

O S S O U P G S I N U P S W E N

A C A R D I N A L S C T O U R A

D C A N A L S U N S R O N I O V

S G O H A U F F T W A Y N E F E

O N G O O T E Y S W H E A T K L

F A M E R I C A E V A N S V I L

QUIZ OVER INDIANA

Name:

1. The State bird is _____
2. The State flower is _____
3. Indiana's nickname is _____
4. Indiana means _____
5. Indiana's capital city is _____
6. State motto of Indiana is _____
7. Indiana's State stone is _____
8. Other than the capital city, name five Indiana cities _____

   _____
9. Politically, Indiana is _____
10. Name three crops grown in Indiana _____

    _____
11. Name two animals raised for food in Indiana _____
12. Name four major Indiana rivers _____

    _____
13. Name the four states around Indiana _____

    _____
14. In a short paragraph describe Indiana - OR - draw a map of Indiana. Do on Back of this sheet.

REFER TO: HERE'S YOUR INDIANA GOVERNMENT

1986-1987
Indiana Chamber of Commerce
Pages 117 - 124

GEOGRAPHY

Indiana, The Hoosier State

Indiana is nestled in the north central part of the United States. Numerous waterways and highways criss-crossing the state make it truely the "Crossroads of America" (state motto, 1937).

Popularly, Indiana is known as the "Hoosier State" and its people are known as "Hoosiers". Numerous explanations abound as to how this nickname came about. Indiana has been characterized as a land of corn, limestone, and literature. Corn is its leading crop, its quarries yield most of the nation's fine limestone for building, and the spectrum of famous Hoosiers includes many authors, essayists, and poets. Yet the diversity of the state and its life is one of wide-ranging likes, interests, and activities.

During the 20th century, Indiana has changed from an agricultural economy to one dominated by manufacturing. Although the state is becoming increasingly more industrialized, it has retained its rural, Midwestern conservative character.

At the time of exploration, the area that was to become Indiana was inhabited by various Indian tribes, such as the Miamis, Delawares, Potawatomies, Piankashaws, Kickapoos, Weas, and Shawnee. The first white men in this area were French (1700's) and were found around present-day Vincennes, Lafayette and Ft. Wayne. After Indiana became a state in 1816, pioneers came in large numbers. Such states as Virginia, Kentucky, the Carolinas, Tennessee, Maryland, Ohio, Pennsylvania, and New York contributed to Indiana's population. Many of Indiana's immigrants came from Germany, Poland, the British Isles, Canada, and Mexico.

About 90% of Indiana lies between 500 and 1,000 ft. above sea level, and most of the surface slopes toward the west and south. Indiana may be divided into three broad physical divisions. The northern third of the state, called the northern lake plain, includes swamps, marshes, lakes, and moraines. The central third of the state, known as the central till plain, is mainly level land, broken in places by low hills and shallow valleys. The southern hill and lowlands region has varied surface features such as lowlands, scenic knobs and deep valleys, sinkholes, caves, mineral springs, and underground rivers. In terms of distance, Indiana's width is 145 miles and its length is 276 miles. Indiana has a comparatively mild climate with warm summers and cool winters.

Rivers and lakes in Indiana are abundant. The rivers generally flow southwestward. Such rivers as the Ohio, Wabash, White, Patoka, Whitewater, Kankakee, Maumee, and St. Joseph are of importance. There are hundreds of natural lakes in Indiana. Among the largest are Lake Wawasee, Lake Maxinkuckee, and Bass Lake.

Indiana has an abundance of plant and animal life. At present one sixth of the state is classified as forest land. Such trees as the oak, black walnut, sycamore, maple, tulip tree (state tree), dogwood, persimmon and bog willow, along with numerous others, are found here. Animals such as deer, fox, beaver, opossum, racoon, rabbit, squirrel, pheasant, quail, and ducks and geese are found everywhere. Such fish as the bass, catfish, pickerel, pike, and sunfish are found in Indiana streams, rivers, and lakes.

Indiana's minerals include oolitic limestone, coal, oil, peat, clays, sand and gravel. The principal products manufactured in Indiana are primary metals, transportation equipment, electrical equipment, and pharmaceuticals. In agriculture, Hoosier farmers produce hogs, corn, soybeans and cattle.

Education is important to the people of Indiana. Indiana has many schools of note, such as Indiana University, Purdue, Indiana State, Notre Dame, Ball State, Butler, University of Southern Indiana and University of Evansville.

Indiana became the 19th state, when it was admitted to statehood on December 11, 1816. Indiana means "land of the Indians". In area it covers 36,291 square miles (ranks 38th in size). The 1980 population was 5,500,000 (ranking 12th in population). The capital of Indiana is Indianapolis. Major cities are along with Indianapolis, Ft. Wayne, Gary, Evansville, South Bend, Hammond, Anderson, and Terre Haute. There are 92 counties. The state song is On The Banks of The Wabash, Far Away (adopted 1913). The state bird is the Cardinal. The state flower is the peony. The state flag has (1) a torch standing for liberty and enlightenment, (2) the rays represent far-reaching influence, (3) outer circle of stars represent the original thirteen states, (4) the inner circle of stars represents the next five states to enter the union, (5) and the star above the torch represents Indiana. The state flag is deep blue with a gold design. The state seal has (1) a woodsman cutting down a tree, (2) a buffalo running from the forest, (3) and the sun setting beyond distant hills. The state stone is of course Indiana limestone.

HOOSIER HERITAGE

Noted Hoosiers

POLITICS AND GOVERNMENT

Eugene V. Debs
Abraham Lincoln
Wendell L. Wilkie
John Hay
Conrad Baker
Schuyler Colfax
Thomas A. Hendricks
John W. Foster
Paul V. McNutt
Alvin P. Hovey
Benjamin Harrison
William H. Harrison
Walter Q. Gresham
Oliver P. Morton
Otis R. Bowen
Charles W. Fairbanks
Albert J. Beveridge
Birch Bayh
Jonathan Jennings
Thomas R. Marshall

HOOSIER AUTHORS

Booth Tarkington
Elmer Davis
Rex Stout
Jessamyn West
James Whitcomb Riley
Ross Lockridge Jr.
A.B. Guthrie
Kurt Vonnegut
Edward Eggleston
Meredith Nicholson
Lew Wallace
Eli Lilly
Lloyd C. Douglas
Ernie Pyle
Theodore Dreiser
George Ade
Jeannette Covert Nolan
Alfred C. Kinsey
Charles Major
James M. Thompson

OTHER HOOSIERS

Richard J. Gatling
Virgil "Gus" Grissom
Alva Roebuck
Hoagy Carmichael
Cole Porter
Lewis B. Hershey
George W. Whistler
John Wooden
Wilbur Wright
Bernard Gimbel
Knute Rockne
Gil Hodges
Don Lash
Elwood Haynes
Caleb Mills
Don Mattingly
Will Geer
Carole Lombard
Oscar Robertson
John Dillinger
Ron Glass
Mordecai Brown
Bob Greise
Florence Henderson
Frank Borman
John T. McCutcheon
George B. McCutcheon
Ambrose Burnside
Red Skelton
Jimmy Hoffa
T. C. Steele

Black Rural Communities in Indiana before 1860

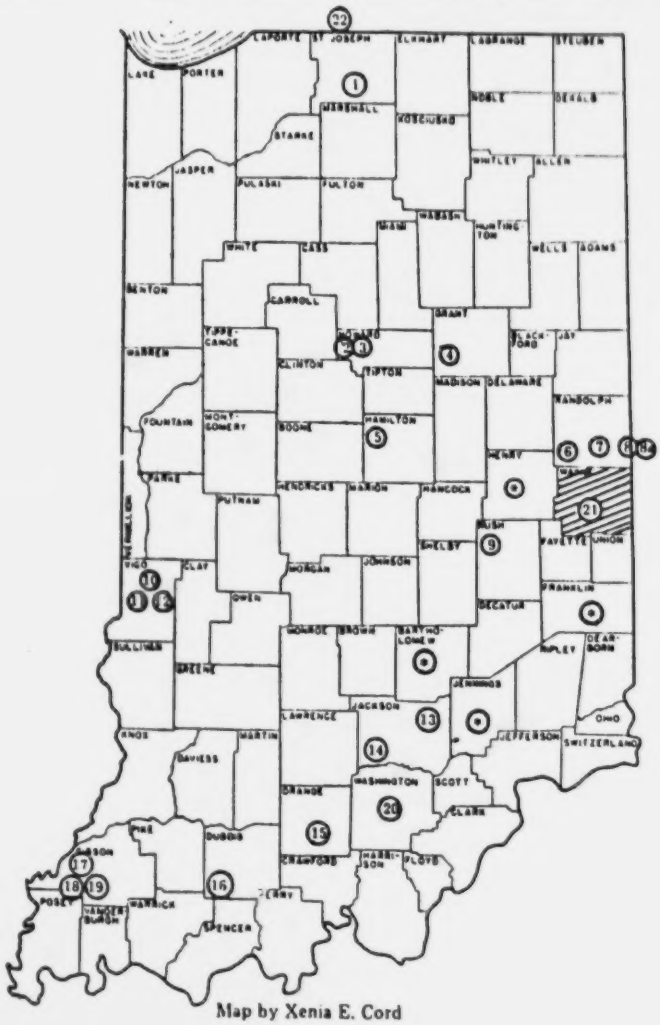
In honor of Black History Month, 1987, Hoosier Heritage wants to encourage you to study and investigate the black heritage of Indiana and your own community. Resources are available from the Indiana Committee for the Humanities, 1500 North Delaware, Indianapolis, IN 46208, the Indiana Historical Bureau, 140 North Senate, Indianapolis, IN 46204, and the Indiana Historical Society, 315 West Ohio, Indianapolis, IN 46202.

This page is a brief excerpt from the February, 1987, issue of Black History News and Notes *available from the Indiana Historical Society; please send a self-addressed, stamped business envelope for a free copy.*

Indiana prior to the Civil War developed into a haven for the resettlement of free blacks and recently manumitted slaves. However harsh the laws of Indiana were, Indiana still represented a part of the country where slavery was forbidden by law. And so, in increasing numbers, free blacks came into Indiana to settle, aided in large measure by the Society of Friends. When they came, they entered land from the public domain, established homesteads in the way of pioneer settlers throughout the state, and lived in associative settlements relatively unmolested by neighboring white settlers. Census manuscripts indicate that extended, two-parent families were the cultural norm among black rural residents, and the puritan work ethic was the economic model as it was among white settlers.

The first communities were established in the southern tiers of counties. As the map indicates, by 1860 there were more than twenty separate settlements of free blacks in Indiana. The counties along the Ohio River had black populations, especially in urban areas. Between 1850 and 1860 there had been some shifting in this population; the passage of the Fugitive Slave Law in 1850 resulted in the abandonment of some southern Indiana communities, which were vulnerable to slave catchers, and an increase in the population of the more isolated northern settlements. Other blacks had fled to the relative security of Michigan and Wisconsin, and a steady stream of blacks reached Upper Canada, now called Ontario.

1 - Huggart, St. Joseph County
2 - Bassett, Howard County
3 - Rush, Howard County
4 - Weaver, Grant County
5 - Roberts, Hamilton County
6 - Cabin Creek, Randolph County
7 - Snow Hill, Randolph County
8 - Greenville, Randolph County
8a - In Darke County, Ohio, the Greenville settlement continued without regard for state boundaries.
9 - Beech, Rush County
10 - Lost Creek, Vigo County
11 - Burnett, Vigo County
12 - Underwood, Vigo County
13 - Seymour, Jackson County
14 - Vallonia, Jackson County
15 - Lick Creek (Little Africa), Orange County
16 - Pinkston (Colored Freedom), Dubois County
17 - Lyles Station, Gibson County
18 - Roundtree, Gibson County
19 - Sand Hill, Gibson County
20 - Beck's Mill, Washington County
21 - Wayne County had a generally distributed, and very large, black population that was apparently not settled into segregated communities, but lived for the most part on land owned by sponsoring or sympathetic Quakers.
22 - Calvin, Cass County, Michigan, was a haven for many Indiana blacks following the Fugitive Slave Law of 1851.
* - Counties which had settlements although names are as yet unknown. See Holmes, "Negro Registers," *Hoosier Genealogist*, 17 (1977), 30-36 and 1850 census data for Greensboro Township, Henry County.



Map by Xenia E. Cord

Indiana Personalities

Name _____

Score - pretest _____

post test _____

1. Hoosier artist identified with love _____
2. Indiana writer who used WW II POW experiences to write controversial novel _____
3. Indiana artist whose works have been counterfeited for profit _____
4. Indiana writer, one of foremost "naturalistic" writers _____
5. North Central graduate, mysteries with Indianapolis setting _____
6. Quaker writer related to R. M. Nixon _____
7. Played youthful rebel in *East of Eden* _____
8. His use of dialect established many colorful/well known characters in poetry _____
9. Name identified with chariot racer novel _____
10. At age of 40, Evansville writer wrote best seller that was made into movie with Burt Reynolds _____
11. Wrote "Banks on the Wabash" _____
12. Jazz guitarist known as "Golden Thumb" _____
13. Shortridge graduate, wrote book *Starting Over* - was made into movie with Burt Reynolds _____
14. Knew all about Hoosier Schoolmasters _____
15. Won two Pulitzer Prizes _____
16. Created Nero Wolfe _____
17. WW II war correspondent, friend of the "G.I. Joe" _____
18. Black woman poetess _____
19. Woman writer and early environmentalist _____
20. Prolific writer of best sellers including *The Robe* _____
21. Bloomington writer committed suicide, won prize with *Raintree County* _____
22. Wrote *Bears of Blue River* and *When Knighthood was in Flower* _____
23. Vincennes-born red-haired comedian ran away from home to join circus _____
24. Wrote sophisticated musical comedies - graduated from Yale _____
25. I. U. graduate with Stardust on his mind _____
26. Has name attached to football stadium _____
27. Current successful poet, initials J. C. _____
28. Playwright from Terre Haute who wrote about family in Indianapolis held hostage by criminals _____
29. Writer from Hammond whose stories about high school were used in movie, "A Christmas Story" _____
30. Director of 1986 "best picture" _____
31. Author of historical novel with frequent early Indiana backgrounds, i.e. *Long Knife* _____
32. Television performer in television mystery with Angela Lansbury _____
33. I. U. professor, Crispus Attucks graduate, outstanding jazz performer _____
34. Father in "Happy Days" _____
35. Early morning television personality, Warren Central H.S. graduate _____
36. Just ended a "victorious" tour _____
37. Seymour graduate fond of Pink Houses _____
38. Country music singer from northern Indiana _____
39. Wabash H.S. graduate, long haired gal, she sings country and pop music (she is a coal miner's daughter) _____
40. Speedway graduate applauded in "3's Company" _____
41. Late night television personality, Ball State University graduate _____
42. Famous clown with Lafayette connection _____
43. Ft. Wayne native with double initials and many well-designed products _____

Hoosier Contributors

IN WRITING

1. George Ade, humorist
2. Jared Carter, poet
3. Will Cuppy, humorist
4. Kent Cooper, journalist, Associated Press
5. Elmer Davis, WW II newscaster
6. Theodore Dreiser, best known for *An American Tragedy* and *Sister Carrie*
7. Lloyd Douglas, numerous novels, *The Robe, Magnificent Obsession*, among others
8. Marilyn Durham, *The Man Who Loved Cat Dancing*
9. Edward Eggleston, *The Hoosier Schoolmaster*
10. Mari Evans, poetess
11. Genet (Janet Flanner), *New Yorker* columnist, based in Paris
12. A. B. Guthrie , western novelist, *The Big Sky*
13. Mildred and Gordon Gordon, mysteries
14. Joseph and Marianne Hayes, playwrights, *The Desperate Hours*
15. Judge Joseph L. Hensley, mystery stories
16. Roy Howard, Scripps-Howard newspaper chain
17. Kin Hubbard, humorist, cartoonist
18. Emily Kimbrough, writer, *When Our Hearts Were Young and Gay*
19. Michael Z. Lewin, North Central graduate, mysteries with Indianapolis setting
20. Ross Lockridge, Jr., *Raintree County*
21. Kathryn Lasky; previous children's books, now an adult mystery writer
22. Mary Mackey, *The Grand Passion* (another North Central graduate)
23. Charles Major, *Bears of Blue River, When Knighthood was in Flower*
24. Susannah Tarkington Mayberry, *My Favorite Uncle*
25. George Jean Nathan, drama critic, New York newspapers
26. Meredith Nicholson, *House of a Thousand Candles*
27. Gene Stratton Porter, environmentalist and writer, *Girl of the Limberlost*
28. Kenneth Rexroth, *In Defense of the Earth*
29. James Whitcomb Riley, poet
30. Marilyn Sharp, wife of congressman and writer of mysteries
31. Jean Shepherd, *In God We Trust, All Others Pay Cash*; television performer as well
32. Barbara Shoup, *Night Watch*
33. Fred Mustard Stewart, *Century, Ellis Island*
34. Rex Stout, Nero Wolfe mysteries
35. Ernie Pyle, WW II newspaper columnist
36. Booth Tarkington, Pulitzer Prize novelist, *Alice Adams, The Magnificent Ambersons, Penrod*, see *My Favorite Uncle* above
37. Steve Tesich, *Breaking Away, Summer Crazy*
38. James Thom, *Long Knife, From Sea to Shining Sea, Follow the River, Staying Out of Hell*
39. Maurice Thompson, *Alice of Old Vincennes*
40. Kurt Vonnegut, Jr., numerous short stories, anthologies, novels, *Slaughterhouse Five*
41. Lew Wallace, *Ben Hur*
42. Dan Wakefield, essayist, novelist, articles, *Under the Apple Tree, Starting Over*
43. Jessamyn West, novelist, *Friendly Persuasion, Massacre at Fall Creek*
44. Marguerite Young, *Angel in the Forest; Miss MacIntosh, My Darling*

IN THE PERFORMING ARTS

1. Claude Akins, actor, television *Murder She Wrote*
2. Dave Baker, jazz musician and I.U. professor
3. Polly Bergen, actress, singer, television personality
4. Bennett family, Richard, Constance, Joan, theater and movie
5. Beulah Bondi, character actress
6. Bill Blass, dress designer
7. Tom Bosley, father in "Happy Days"
8. Hoagy Carmichael, composer, actor, author
9. Eddie Condon, jazz guitarist
10. Jim Davis, Garfield the Cat
11. James Dean, actor
12. Joyce DeWitt, television actress
13. Paul Dresser, composer, brother of Theodore Dreiser
14. Irene Dunne, actress, singer
15. Four Freshmen, musicians
16. Janie Fricke, country music
17. Crystal Gayle, country and pop singer
18. Will Geer, grandfather in the Walton family
19. Ron Glass, television actor
20. Florence Henderson, singer, Brady Bunch television show
21. Robert Indiana, LOVE artist
22. Michael Jackson, musician
23. Jackson Five, singing group
24. J. J. Johnson, jazz musician
25. Alex Karras, television *Webster*; movie, *Victor/Victoria*
26. Emmett Kelly, clown
27. Ken Kercheval, television *Dallas*
28. Kevin Kline, *Big Chill, Pirates of Penzance, Sophie's Choice*
29. Dave Letterman, television
30. Carole Lombard, actress
31. Shelley Long, *Cheers*, television
32. Marjorie Main, actress, *Friendly Persuasion*
33. Dorothy McGuire, actress, *Friendly Persuasion*
34. Karl Malden, actor
35. John Cougar Mellencamp, musician
36. Wes Montgomery, jazz guitarist
37. Betsy Palmer, actress, television personality
38. Jack Parr, former talk show host
39. Sydney Pollack, director, *Out of Africa, Tootsie*
40. Cole Porter, musical comedy composer
41. Jane Pauley, Today television show
42. Boots Randolph, musician, Nashville nightclub owner
43. Herb Shriner, comedian
44. Noble Sissle, jazz artist
45. Red Skelton, movie, television comedian
46. T. C. Steele, early 20th century artist
47. Steve Tesich, movie, *Breaking Away*
48. Forrest Tucker, actor
49. Clifton Webb, actor
50. Robert Wise, director, *Sound of Music, Hindenburg*

Some of the books mentioned are available in paperback. Students are responsible for obtaining their own book for reading and discussing. The book may be by the writer or a biography about the writer. This list is not all-inclusive but is a representative sample. Indiana University Press has begun publication of some of the classics of Indiana literature.

WHO AM I? (Hoosier Personalities)

Instructional Activities

1. Discuss with students the variety of contributions made by Hoosiers in government, literature, the Arts, business, etc.

2. Have students make a list of all the famous Hoosiers they know.

Student Activities

1. Have students solve the wordsearch puzzle on Indiana Governors.

2. Divide the class into teams and play Who Am I? The winners should receive some type of certificate or small reward.

3. Have students solve the famous Hoosiers crossword.

4. Have students complete the chart on Hoosier Government: What's My Name?

INDIANA GOVERNORS (1816-Present)

Jonathan Jennings
Ratliff Boon
William Hendricks
James B. Ray
Noah Noble
David Wallace
Samuel Bigger
James Whitcomb
Paris C. Dunning
Joseph A. Wright
Ashbel P. Willard
Abraham A. Hammond
Henry Smith Lane
Oliver P. Morton
Conrad Baker
Thomas A. Hendricks
James D. Williams
Isaac P. Gray
Alvin P. Hovey
Ira Joy Chase
Claude Matthews
James A. Mount
Winfield T. Durbin
J. Frank Hanly
Thomas R. Marshall
Samuel M. Ralston
James P. Goodrich
Warren T. McGray
Emmett Forest Branch
Ed Jackson
Harry G. Leslie
Paul V. McNutt
M. Clifford Townsend
Henry F. Schricker
Ralph F. Gates
Henry F. Schricker
George N. Craig
Harold W. Handley
Matthew E. Welsh
Roger D. Branigin
Edgar D. Whitcomb
Otis R. Bowen
Robert D. Orr

Name _____

Famous Hoosiers Crossword Puzzle, Part 1

DIRECTIONS: Identify the famous Hoosiers described by the clues below. Enter their last names in the crossword puzzle on page 9.

ACROSS

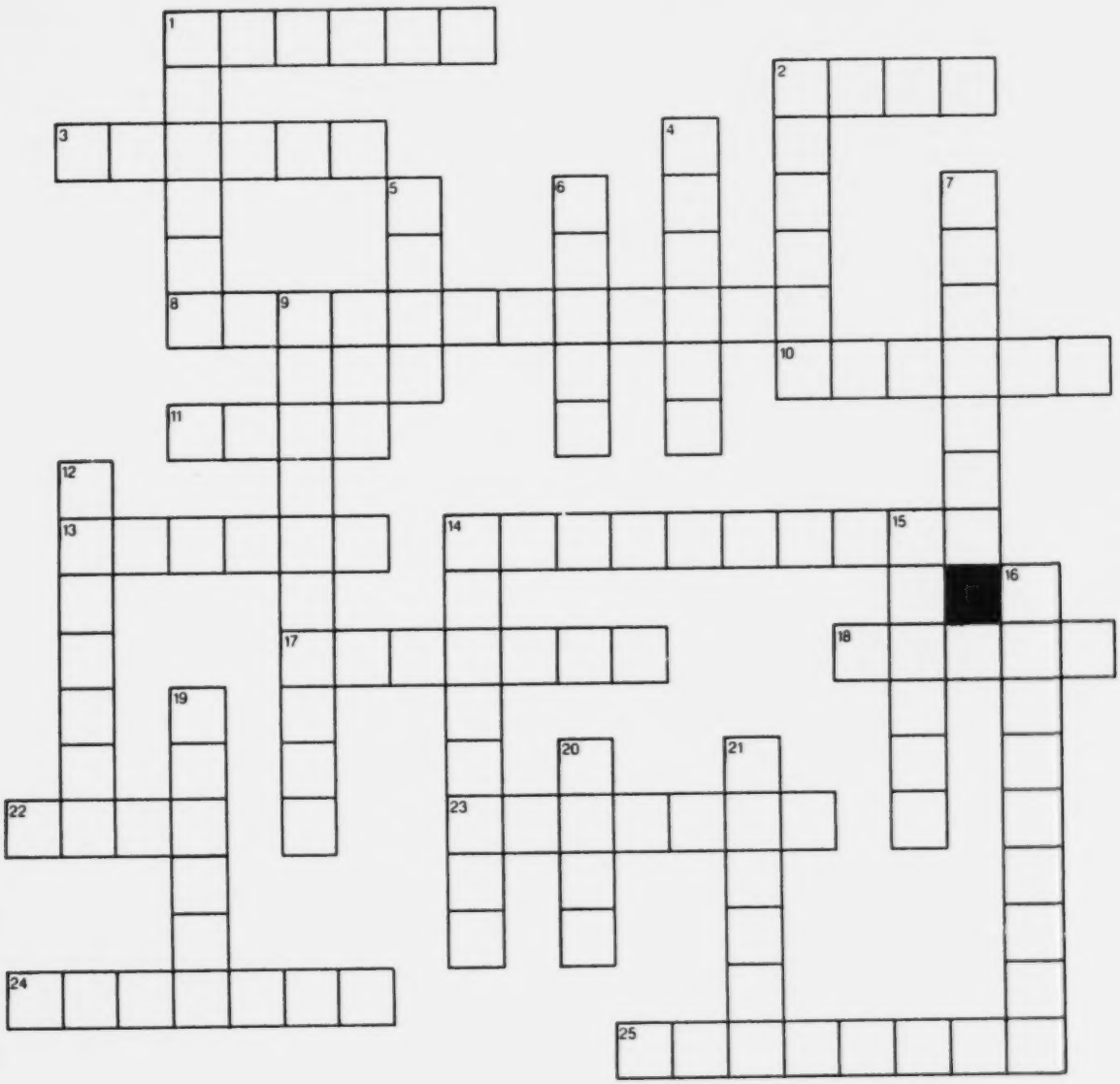
1. Inventor who, with his brother, built first successful airplane
2. Journalist and World War II correspondent, won Pulitzer Prize
3. Geneticist who won Nobel Prize for work on X-rays
8. Last chief of the Miami Indians
10. Great Notre Dame football coach
11. Famous Boston Celtics basketball player
13. Husband and wife who ran Underground Railroad, helped 2,000 slaves reach freedom
14. Famous novelist, won Pulitzer prizes for The Magnificent Ambersons and Alice Adams
17. Elected mayor of Gary in 1967, first Black mayor of northern city
18. Known as the "Hoosier Poet," wrote "The Old Swimming Hole"
22. Chemist who won Nobel Prize in 1934
23. World-famous comedian and actor, created character Freddie the Freeloader
24. Composer, wrote Indiana's state song, "On the Banks of the Wabash, Far Away"
25. First governor of Indiana Territory, ninth President of the United States

DOWN

1. Successful businesswoman in Indianapolis, important Black leader
2. Famous popular music composer, wrote "Night and Day" and "Begin the Beguine"
4. Cohost of national television news show
5. Movie idol who died at age 24, acted in Rebel Without a Cause
6. Famous cartoonist, created character Garfield
7. World-famous singer and dancer, won 8 Grammy awards in 1983
9. Composer, pianist, actor, wrote "Georgia on My Mind" and "Stardust"
12. Well-known sculptor and painter
14. Shawnee chief who organized resistance to White settlement
15. Inventor of the hard-steel plow
16. Comedian and host of national late-night television show
19. Builder of one of the first gas-powered automobiles
20. Labor leader, four-time Socialist candidate for President
21. Popular author of novels, stories, and poems, wrote Girl of the Limberlost

Name _____

Famous Hoosiers Crossword Puzzle, Part 2



WHO AM I? -- HOOSIERS IN GOVERNMENT

1. I was a Labor leader from Terre Haute. I led the American Railway Workers Union in the Pullman Strike and I gathered over a million votes for President while I was jailed for union activities in 1920. (Eugene V. Debs)

2. I was the last Hoosier elected President in 1888. My grandfather was also a President and I was a U. S. Senator from Indiana before my Presidential term. My home was in Indianapolis. (Benjamin Harrison)

3. I had a high school named for me in Evansville. My home was in Vincennes and I was a military hero in wars against the British and Indians in the early 1800's. I served only 31 days - the shortest of any president - before dying of pneumonia. (William Henry Harrison)

4. I spent part of my youth in Spencer County, Indiana, before my family moved on to Illinois. My Hoosier boyhood training helped me during the rough times of my Presidency. (Abraham Lincoln)

5. I was the last Hoosier to run for President on a major party ticket. I lost my voice during the campaign and my opponent won his historic third term. (Wendell Willkie)

6. I served as a Speaker of the U. S. House of Representatives and as Vice-President under U. S. Grant. I was involved in the Credit Mobilier scandal and resigned in 1873. (Schuyler Colfax)

7. I was Evansville's first Indiana Governor. I served after the Civil War and a Society named for me helps run the Old Courthouse. (Conrad Baker)

8. I was Evansville's second Indiana Governor. I served two terms during the 1980's after serving two terms as Lt. Governor in the 1970's. My family owned a business in Evansville. (Robert Orr)

9. I was Lt. Governor from 1969 to 1973 serving under Gov. Edgar D. Whitcomb. I was an Evansville native. (Richard Folz)

10. I served as an Indiana Supreme Court Justice in the 1980's. I was a Mayoral candidate in Evansville in 1979 and later was appointed as a Judge in Vanderburgh County Superior Court. (Randall Shepard)

11. I served as Indiana's first Governor elected to two consecutive terms. Because of my medical background, I was selected by Ronald Reagan as Secretary of Health and Human Services in 1985. (Otis Bowen)

12. I was a Hoosier Governor before becoming Woodrow Wilson's Vice-President for two terms. My best known quote was "What this country needs is a good 5¢ cigar." (Thomas R. Marshall)

WHO AM I? -- THE ARTS

1. I was a war correspondent during World War II who was killed by Japanese machine gun fire. (Ernie Pyle)

2. I was the author of Little Orphan Annie and The Raggedy Man. (James Whitcomb Riley)

3. I was a poet, a playwright, and author of Ben Hur. (Lew Wallace)

4. I was a composer who was born in Bloomington, Indiana. I wrote Stardust and Georgia on My Mind. (Hoagy Carmichael)

5. Born in Peru, Indiana, I wrote musicals such as Kiss Me Kate and Can Can. I also wrote Begin the Beguine. (Cole Porter)

6. I am a singer from Dale, Indiana, who was the mother of the "Brady Bunch." (Florence Henderson)

7. I was married to Clark Gable and was a movie star. I was killed in a plane crash in 1942. (Carole Lombard)

8. I attended the University of Evansville where I participated in theater. I later played Detective Harris on the T. V. series Barney Miller. (Ron Glass)

9. I am a comedian who hails from Vincennes, Indiana. Clem Kadiddlehopper is one of my characters. (Red Skelton)

10. I am the female co-host of the Today Show. I am Mrs. Doonesberry. (Jane Pauley)

WHO AM I? -- SPORTS

1. I played basketball at the University of Evansville and went on to become a coach for the Chicago Bulls. (Jerry Sloan)

2. I started playing football at Rex Mundi High School in Evansville and went on to be quarterback for the Miami Dolphins. (Bob Griese)

3. I was a famous Notre Dame football coach during the 1920's. (Knute Rockne)

4. I started playing baseball at Memorial High School in Evansville. I now play first base for the New York Yankees. (Don Mattingly)

5. I started playing football at Reitz High School in Evansville. I then played in the NFL for the Minnesota Vikings and the Atlanta Falcons. (Don Hansen)

6. I was born in Petersburg, Indiana. I played baseball for the Brooklyn Dodgers in the 1950's. I also managed the New York Mets. (Gil Hodges)

7. I played basketball for Crispus Attucks High School in Indianapolis. I went on to the NBA to play for the Cincinnati Royals. I have been elected to the Basketball Hall of Fame. (Oscar Robinson)

8. I am from Oakland City. I played baseball in the 1920's and 1930's for the Cincinnati Reds. I have been elected to the Baseball Hall of Fame and am the oldest living member. (Ed Rousch)

9. I coached basketball at Martinsville High School and then Indiana State University. I then moved on to coach at UCLA. (John Wooden)

10. I played football for Memorial High School in Evansville. I went on to Georgia Tech and from there I went to the NFL. I played for the St. Louis Cardinals. (Larry Stallings)

ANSWERS TO ACTIVITIES

Hoosier Timeline

1679: Robert LaSalle becomes the first known White person to visit Indiana; c.1731 (note: c. is the abbreviation of circa, which means "about" and is used when the exact date is not known): French establish Vincennes, the first permanent settlement in Indiana; 1763: France gives Indiana region to Great Britain after French and Indian War; 1779: George Rogers Clark captures fort at Vincennes from the British; 1783: Old Northwest becomes part of the United States at end of Revolutionary War; 1794: Fort Wayne is founded; 1800: Congress establishes Indiana Territory; 1816: Indiana becomes nineteenth state on December 11; 1825: State capital is moved to Indianapolis; 1838: Last Potawatomi Indians are forced out of Indiana--"Trail of Death"; 1886: Natural gas is doscovered in Indiana, first gas well is drilled in Portland; 1911: first 500-mile Memorial Day race is held at Indianapolis Motor Speedway; 1967: Richard Hatcher is elected mayor of Gary, becomes first Black mayor of a northern city; 1970: Indianapolis and Marion County begin joint government plan known as Unigov; 1979: Southwind Maritime Centre near Evansville is completed.

HOOSIER CROSSWORD

Across

1. Wilbur Wright
2. Ernest Taylor Pyle
3. Hermann Joseph Muller
8. Chief Jean Baptiste Richardville
10. Knute Kenneth Rockne
11. Larry Bird
13. Levi and Catharine Coffin
14. Booth Tarkington
17. Richard Hatcher
18. James Whitcomb Riley
22. Harold Clayton Urey
23. Red Skelton
24. Paul Dresser
25. William Henry Harrison

Down

1. Madame C. J. Walker
2. Cole Porter
4. Jane Pauley
5. James Dean
6. Jim Davis
7. Michael Jackson
9. Hoagy Carmichael
12. Janet Scudder
14. Tecumseh
15. James Oliver
16. David Letterman
19. Elwood Haynes
20. Eugene Victor Debs
21. Gene Stratton Porter

HOOSIER GOVERNMENT

WHAT'S MY NAME?

FEDERAL

U. S. Senator - Senior _____
U. S. Senator - Junior _____

U. S. Representative (8th District) _____

STATE

Governor of Indiana _____
Lt. Governor _____
Secretary of State _____
Auditor _____
Attorney General _____
Treasurer _____
Supt. of Public Instruction _____
State Senator, Dist. 49 _____
State Senator, Dist. 50 _____
State Representative, Dist. 71 _____
State Representative, Dist. 71 _____
State Representative, Dist. 72 _____
State Representative, Dist. 72 _____
State Representative, Dist. 73 _____

CITY

Evansville Mayor _____
City Clerk _____
City Council, Ward 1 _____
City Council, Ward 2 _____
City Council, Ward 3 _____
City Council, Ward 4 _____
City Council, Ward 5 _____
City Council, Ward 6 _____
City Council, At Large 7 _____
City Council, At Large 8 _____
City Council, At Large 9 _____
Police Chief _____

COUNTY

County Commissioner 1 _____
County Commissioner 2 _____
County Commissioner 3 _____
County Council, Dist. 1 _____
County Council, Dist. 2 _____
County Council, Dist. 3 _____
County Council, Dist. 4 _____
County Council, At Large _____
County Council, At Large _____
County Council, At Large _____

COUNTY (Cont'd.)

County Sheriff	_____
County Clerk (Circuit Court)	_____
County Treasurer	_____
County Surveyor	_____
County Auditor	_____
County Recorder	_____
County Coroner	_____
County Assessor	_____
Prosecuting Attorney	_____
Judge of Circuit Court	_____
Superior Court Judge	_____
School Board, Dist. 1	_____
School Board, Dist. 1	_____
School Board, Dist. 2	_____
School Board, Dist. 2	_____
School Board, Dist. 3	_____
School Board, Dist. 3	_____
School Board, At Large	_____
Superintendent of Schools	_____

Instructional Activities

1. Using books on early Evansville, present information about Evansville's industralization from the 1830's through the 1950's. Use the blackboard, or handout on some of this material, to show how Evansville has changed from a manufacturing city to a service based city.

2. Have the students define interdependence. Discuss the interdependence of businesses among each other, not just local, but state-wide and nationally.

Student Activities

1. Students could be assigned a time period in Evansville history to research and discover how industrialization had developed.

2. Students should discuss the development in the 1950's of Evansville as a service based city. Cite examples such as: drive-in restaurants, supermarkets, shopping centers, motels, and drive-in banks. Note that this was based upon the growing dispersal of population and the increased use of automobiles. These new conveniences capitalized on convenience, accessibility and off-street parking.

3. Use Indiana in the World, activities "Links Between our Community and the World: The Meaning of Interdependence," and "You and the World: What Links are Important to You?"

4. Discuss local businesses that trade on a world market.

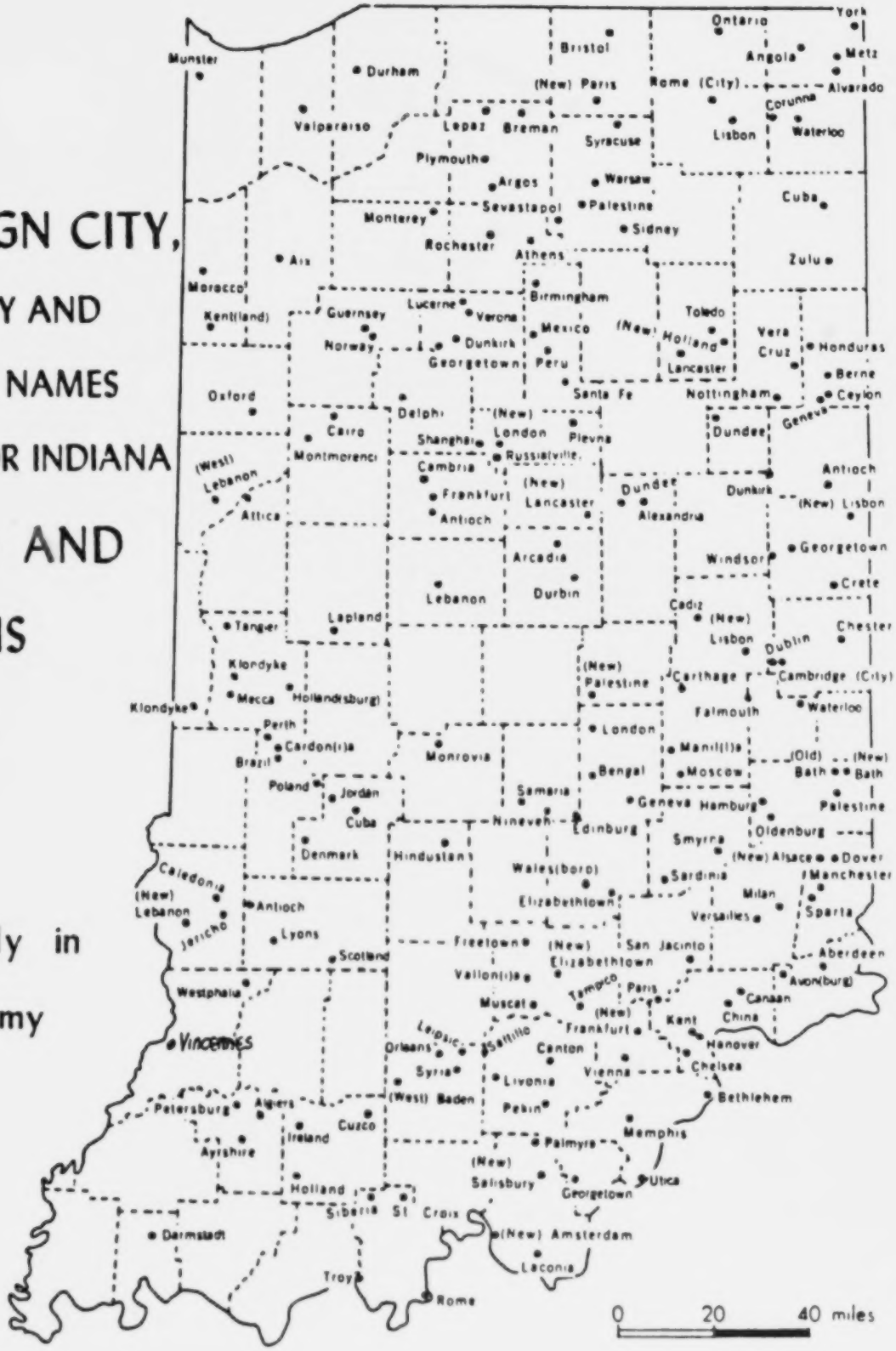
5. Pass out student information sheet from Southwestern Indiana Close Up Program Issues Booklet on "The Impact on Foreign Trade on Indiana." Use questions on the information sheet for thought and discussion. Choose those questions that you feel pertain to your class.

Resources that can be used are:

The Evansville Story, James E. Morlock
At the Bend in the River, the Story of Evansville, Kenneth P. McCutchan
Evansville Illustrated 1889 and Art Work of Evansville, Indiana, 1901
A History of Evansville and Vanderburgh County, Indiana, Elliott, Joseph

FOREIGN CITY, COUNTRY AND REGION NAMES USED FOR INDIANA CITIES AND TOWNS

A Study in Toponymy



THE IMPACT ON FOREIGN TRADE ON INDIANA

During the 20th century, Indiana has made a dramatic shift from an agricultural to an industrial economic base. This shift is particulary interesting because Indiana remains a strong agricultural producer with tremendous expansion in industry.

Indiana industrial strength is not concentrated in one product group. We manufacture a range of products from musical instruments to raw steel. Our production, together with our diversity, has given Indiana the tools to become a leader in the export market. Our per capita income from exports is over $1700, placing us second in the nation. Number one, Washington State, derived about 62 percent of its export shipping from transportation equipment, largely Boeing aircraft.

A recent study (1981) by the U.S. Department of Commerce International Trade Administration shows 85,900 Indiana jobs related directly to manufactured exports; an additional 55,000 in non-manufacturing industries supplying materials and services to support manufactured exports.

In agriculture it is estimated that one in three farming operations is related to exports.

The state's leading manufactured exports are transportation equipment, electric and electronic equipment, non-electric machinery, primary metals, chemicals and allied products, food and kindred products, fabricated metal products, rubber and plastic products, printing and publishing, and furniture and fixtures.

Leading agricultural exports are soybeans and products, feed grains and products, wheat, meat, and poultry and products.

Indiana enjoys the "Crossroads of America" geographic location and movement of goods by a well-developed transportation system. Indiana has more miles of interstate highway than any state of comparable size. The state is crossed by nearly every major rail line east of Chicago. The state operates three major ports--Burns Harbor on Lake Michigan, and the Southwind Maritime Centre and Clark Maritime Centre on the Ohio River, giving Indiana international access through both the Great Lakes system and the Gulf Coast.

In 1973, the International Trade Division was formed in the Department of Commerce. The Division's full time staff have expertise in international business practices and can provide assistance from advising about market conditions to locating international representation for your company.

The state has named an Honorary Trade Ambassador in 14 countries. These individuals assist in marketing in their respective country.

The state sponsors Trade Shows and Overseas Missions to feature Indiana products in foreign markets.

The state maintains an East Asian office in Tokyo to assist in exporting to Japan and the Far East.

*From Southwestern Indiana Close Up Program Issues Booklet, April 18, 1986

The state sponsors a number of public seminars and forums as part of an on-going educational service to Indiana companies engaged or interested in developing markets overseas.

Our leadership actively promotes our state by receiving missions from Japan, Taiwan, Saudi Arabia and elsewhere and by meeting national leaders abroad.

As you read the following information, you will realize how important foreign trade is to Indiana and especially, to our corner of the state. If the Ohio Valley is to continue to be competitive in world markets, we must understand state and national questions related to our involvement in foreign trade.

Questions for Thought and Discussion

1. What percent of Indiana's income comes from exports?
2. What type of products from Indiana are in the greatest demand throughout the world?
3. What are some of the major difficulties business people encounter in trading with foreign nations?
4. How does inflation influence Indiana's trade with foreign countries?
5. What effect might protectionist legislation have on Indiana?
6. How will the decrease in the price of crude oil help Indiana's foreign trade?
7. What role do the trade missions established by the Indiana Department of Commerce play in helping increase foreign trade?
8. What is meant by the Standard Industrial Classification Codes?
9. How are Indiana's Honorary Trade Ambassadors selected?
10. What can communities such as Evansville do to encourage more foreign trade?
11. How can the state's policies concerning foreign trade be improved?
12. Who is presently Indiana's best trading partner in industrial and agricultural products?
13. Is Indiana's foreign trade future to be found in agriculture or industry?
14. What role should the field of education play in dealing with Indiana's export future?

A WORLD OF PROFIT

WHAT EXPORTS MEAN TO INDIANA AND YOUR CITY

JOBS

Over 90,000 Indiana manufacturing jobs are dependent on exports. Approximately one out of seven manufacturing jobs are dependent on exports.

MAJOR EXPORTER OF MANUFACTURED PRODUCTS

Indiana is the ninth largest exporter of manufactured products. Indiana manufactures over $9.0 billion of export-related shipments annually. Indiana produces $1.7 billion in agricultural exports.

GROWTH POTENTIAL

U.S. exporters have an opportunity at a $2 trillion market abroad.

Four out of five new manufacturing jobs created in the U.S. from 1978 through 1982 were in export-related industries. Increases in exports result in additional economic growth in other sectors of the economy.

SUCCESS FOR EXISTING INDUSTRY

Exports help extend the product life of the products manufactured in your city. Exports help your existing industries maintain and expand employment. Finding new markets can be more economical than developing new products.

WHAT THE INDIANA DEPARTMENT OF COMMERCE CAN DO TO HELP

MATCHING TRADE LEADS

Export opportunities are matched with Indiana industries. The Indiana Department of Commerce uses five to six digit Standard Industrial Classification Codes for industries to provide the best match.

TRADE MISSIONS

The Indiana Department of Commerce has organized several successful trade missions overseas. Additional missions are under development for selected industries.

– Continued –

OVERSEAS ASSISTANCE

Indiana Honorary Trade Ambassadors can assist Indiana exporters with on-the-spot help in selected countries around the world. Honorary Trade Ambassadors are currently located in Hong Kong, Taiwan, Saudi Arabia and Mexico with others to be announced.

EXPORT COUNSELING

The International Trade Division staff is ready and willing to assist your exporter. The bilingual staff can help guide exporters using their experience and knowledge of international trade.

INTERNATIONAL TRADE SERVICE DIRECTORY

The Trade Service Directory is a listing of public and private organizations that provide assistance to exporters. This includes, but is not limited to, export management companies, banks, freight forwarders, insurance companies, foreign consulates and translation services.

FOREIGN BUYERS

Foreign buyers, both individuals and groups, visit Indiana at different times to buy products in our state. Such visits offer opportunities to meet government and business leaders responsible for procurement of goods and services. The Department of Commerce assists foreign buyers during their trips and arranges meetings with Indiana industry.

OVERSEAS OFFICE

Indiana maintains an office in Tokyo, Japan, to assist Indiana manufacturers and service firms with marketing their products in East Asia. Assistance can be provided in export counseling and scheduling of appointments with government and business leaders.

FOR ASSISTANCE CONTACT:

Indiana Department of Commerce
International Trade Division
Indiana Commerce Center
One North Capitol, Suite 700
Indianapolis, Indiana 46204-2243
Tel: (317) 232-8845
Tlx: 810-341-3376

Indiana exports rank 2nd

By Jeff Nesbit
Of the Post-Tribune

WASHINGTON — For its size, Indiana exports more goods overseas than every state but one, says Janos Horvath, a Butler University professor who has written a new report on Indiana's export economy.

Based on figures supplied by U.S. manufacturers and other statistics, Horvath found that Indiana ranks second only to the state of Washington in per capita exports. Nearly a fifth of the state's income comes from exports.

As a result, Indiana's economy is "bound to suffer if the U.S. government gives in to lobbies for import protection. The subsequent retaliation by foreign countries to curb U.S. exports will depress the Indiana economy," Horvath concluded in his study.

"Retaliatory export losses become distributed unevenly and fall heavily on Hoosiers because they earn significantly more of their income through selling overseas than the average American."

Horvath's report is probably the most definitive overall look at how important trade is to Indiana and how the state's export economy compares to other states, said an aide to Sen. Richard Lugar, R-Ind.

The Senate Foreign Relations Committee chairman touts Horvath's study regularly, both publicly and privately, said Mark Helmke, Lugar's spokesman.

"It's amazing how little information we have on trade. There's a real dearth of information in the state about who's trading overseas," Helmke said. "Horvath's study is a good start. Lugar has referred to it publicly on several occasions."

Indiana ranks ninth overall in total exports, but seven of the eight states in front of Indiana have much larger populations and, therefore, export less per capita than Indiana.

Indiana's annual export volume of $9.7 billion in 1981 (the latest statistics available) translates into $1,787 per capita, second only to Washington's $2,552 per capita, Horvath said. Roughly 18 percent of the state's income is earned by selling products overseas.

Horvath said "exports from Indiana were broadly diversified among several sectors of the economy," many of them agriculture-related, while nearly two-thirds of Washington's exports came from sales of transportation equipment.

Because overseas trade is so important to the state, Horvath says Indiana and other export-dependent states should band together to form an "alliance for unimpaired export." He also said protectionist trade policies seriously injure Indiana and other export-oriented regions.

"We are export-dependent because of our excellence in this area. And that carries the seed of a problem ... if this country turns protectionist," Horvath said in a telephone interview.

Economists are predicting another record U.S. trade deficit this year — in the neighborhood of $150 billion, a third of it with Japan — which has prompted some harsh criticism of the Reagan administration's trade policies.

Should Congress enact protectionist legislation to counter a flood of imports into a variety of sectors of the U.S. economy, it could trigger retaliation in foreign markets.

"If (these) countries retaliate and close their own markets, then Indiana would be hurt more than any other state," said Horvath, who added that he has discussed this conclusion with Lugar and members of his Foreign Relations committee staff on "several occasions."

Helmke, meanwhile, said Indiana and other states are becoming more aware of their role in the debate over what to do about the United States' mounting trade deficit. "Some states are really taking the lead in promoting an American trade policy," he said.

Lugar, a free trader, sees that as a positive sign, Helmke added. "If Democratic governors are promoting trade overseas, that is completely counter to Japan-bashing," he said. Still, even Lugar has discussed the possibility of using a surcharge on goods from Japan to ease the mounting trade deficit.

Top ten exporting states per capita

State	Export per capita
Washington	$2,552
INDIANA	1,787
Louisiana	1,726
Alaska	1,709
Michigan	1,683
Ohio	1,679
Connecticut	1,558
Texas	1,538
Illinois	1,489
Delaware	1,427

Top ten exporting states by volume

(in billions of dollars)

State	Exports
California	$37.4
Texas	22.6
Ohio	10.1
Illinois	17.0
Michigan	15.5
Pennsylvania	15.5
New York	15.3
Washington	10.8
INDIANA	9.7
New Jersey	8.2

(Source: Annual Survey of Manufacturers, 1981)

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The Evansville Courier

Wednesday, January 22, 1986

Foreign trade has drawbacks, rewards

Larry Thomas

Business and labor writer

Alan Chamberlain has never visited Budapest, Hungary, but he probably has received more telex messages from the Eastern European capital than anyone else in the Tri-State.

In fact, Chamberlain, treasurer of Red Spot Paint and Varnish Co., could make a generous-sized dart board with all the paper.

First, the U.S. Commerce Department took seven weeks to approve the sale of paint for some of the city's buses and trolleys. Before Red Spot agreed to make the sale, the department assured the company that approval would take four weeks at the most.

Then, the airline on which the Hungarian company wanted to receive the shipment wouldn't transport the product. It seems the airline only flies passenger planes, which can't accept shipments of flammable material.

Then, the trucking company that was to haul the paint on the ground refused to send the shipment over the route the Hungarian company wanted. Eventually, that was worked out, but the Hungarian customer wasn't a bit happy about it.

Then, the customer insisted that Red Spot accept a letter of credit. Red Spot wanted some other form of payment, since it had never done business with the company.

Eventually, Red Spot got its money and the Hungarian company got its paint, but Chamberlain is not sure he wants to sell paint to Hungary again. He's got better things to do than read telex messages.

"Doing business internationally does have its drawbacks," Chamberlain dead-panned at a recent Tri-State World Trade Council meeting. "But if you've got the patience, it can be very rewarding."

Chamberlain shared the podium with another Evansville business executive and a Louisville, Ky., banker who have extensive experience in international business.

All three agreed that Tri-State companies who ignore international business opportunities may be missing some potentially lucrative deals.

The banker, Jim Hansen, vice president for international services at First National Bank of Louisville, said Americans should not fear foreign investors, particularly those interested in reviving existing industries which are in danger of failing under American ownership.

The business executive, Larry Drennan, vice president for finance at Sunbeam Plastics Corp., said his company's sales have more than tripled since it was purchased by a British corporation in 1978.

"As long as you are living within your budget and your long-range plans are making the growth they want, they don't really care how you do it," Drennan said of Cope Allman International, Sunbeam's parent.

Hansen, whose bank has $60 million worth of foreign loans, told the group he expects transactions like the Cope Allman-Sunbeam deal to become more frequent, as long as U.S. interest rates remain relatively stable and inflation stays low.

"They're not at all shy about putting up their money," Hansen said. "Foreign companies are often interested in expansion."

He said the Louisville area has seen a number of investments by European companies. And now that Toyota has decided to build an assembly plant in Georgetown, Ky., Japanese companies are moving in as well.

"The Japanese seem to be more non-union that the Europeans," he said. "The Europeans are just happy not to have a member of the union on their board of directors."

To consistently attract foreign investment, Hansen said, it's essential to offer specific incentives — not just tax breaks. Toyota, for example, insisted on Japanese language classes for the children of its executives who will move to Kentucky from Japan.

"If you don't (offer incentives) you're not going to be in the ball game."

Drennan said Cope Allman was attracted to Sunbeam, however, by a plastic cap Cope Allman wanted to market in Britain. Sunbeam already had signed a licensing agreement with a Cope Allman competitor, so Cope Allman then inquired about another Sunbeam cap it wanted to produce.

Sunbeam, best-known for its child-proof medicine caps, had no British licensing agreement for that second product, so it went to Cope Allman.

A few months later, Sunbeam co-founder Ellis Carson sold the majority interest in the company to Cope Allman for $5.75 million. Since that 1978 sale, employment has increased from 130 to 200, and Sunbeam will begin construction on a second expansion of its plant on Indiana 57 in June.

* * *

Three other Tri-State companies — Faultless Caster Corp., Indian Summer Inc., and Potter & Brumfield — are under foreign ownership.

Faultless Caster Corp. was purchased last June by Babcock International, a British company with extensive North American holdings. Potter & Brumfield was acquired last fall by Siemens A.G., a West German electronics conglomerate. Indian Summer, the apple cider company, is owned by Ranks, Hovis and McDougall, another British corporation.

ECONOMICS OF INDIANA

EVANSVILLE AS AN EXAMPLE

Instructional Activities

1. Discuss with students how many cities, Evansville included, had many industries that were locally owned. Discuss how local industries have been forced to sell to larger corporations. Cite various reasons for this.

2. Pass out student sheet listing locally owned businesses that are now corporation owned. Have the students research the companies to find out who now owns each industry. Try to find out who originally owned each company.

3. Have students form groups. Each group should contact an Evansville business and invite it to send a representative to discuss the product or service the business provides, what the company is like - employees, work, buildings, markets.

4. Compare the findings of the student sheet. Discuss any impact this has had, positively, or negatively, on Evansville.

Note: Teachers may divide the class into groups and assign 3-5 of these companies per group. Have each group share their findings. Suggest that students call individuals, use books, libraries and the companies themselves to gain information.

Add additional companies to your list that you or the students may know about, or discover.

5. Teachers may choose to use the unit, Evansville: The Economic Development and History of a River Town in the early 1800's, a Social Studies Department guide.

TEACHER REFERENCE SHEET

Evansville companies that are presently corporate owned:
(These changes in ownerships are as current as possible at this time.

1.	Koch Label	Phillip Morris
2.	Sterling Brewery	G. Heilman and Sons Co.
3.	Mead Johnson	Bristol Corp.
4.	Igleheart Mills	General Foods
5.	George Koch and Sons	Carrier
6.	Kent Plastics	Ball Corp. / TLB Plastics
7.	Orr Iron Company	Shelby Steel
8.	deJong's	Hart Schaffner & Marx
9.	Faultless Caster	Babcock International (England)
10.	Wesselman's Supermarkets	Buehler's IGA Chain
11.	H. A. Woods Drugs	Haag's Drugs - People Drugs
12.	Evansville Courier	Scripps Howard
13.	Evansville Press	Robert Hartmann
14.	WFIE #14	Sister WAVE in Louisville
15.	WTVW #7	Charles Woods
16.	WEHT #25	Gilmore Broadcasting
17.	WGBF (1280)	Harold Finke (1923) - Joe Koehler, 4/86
18.	Lamasco Bank	Citizens Ban
19.	WEVV #44	Ralph Wilson Enterprises, owner of Buffalo Bills
20.	Baynham's Shoes	Les Baynham (1930), Sherman Hinkebein (1940), Wohl Shoe Co., St. Louis, MO. (3/85)
21.	Indian Summer, Inc.	Ranks, Hovis and McDougall
22.	Huber Realty	Caldwell Bankers, Inc.
23.	Bernardin	National Can Closure Division
24.		
25.		
26.		
27.		
28.		

STUDENT SHEET

Evansville companies that are presently corporate owned:

1. Koch Label
2. Sterling Brewery
3. Mead Johnson
4. Igleheart Mills
5. George Koch and Sons
6. Kent Plastics
7. Orr Iron Company
8. deJong's
9. Faultless Caster
10. Wesselman's Supermarkets
11. H. A. Woods Drugs
12. Evansville Courier
13. Evansville Press
14. WFIE #14
15. WTVW #7
16. WEHT #25
17. WGBF (1280)
18. Lamasco Bank
19. WEVV #44
20. Baynham's Shoes
21. Indian Summer, Inc.
22. Huber Realty
23. Bernardin
24.
25.
26.
27.
28.

FOCUS ON EVANSVILLE, VANDERBURGH COUNTY, INDIANA

Instructional Activities

1. Discuss with students the possible reasons for the founding of a city.
   A. River travel
   B. Camping spot
   C. Geography
   D. Natural Resources

2. Have students select a topic, do research, and then talk to the class about their findings. Topics may include Evansville:
   A. Arts (music, art, theater)
   B. Business
   C. Government
   D. Education
   E. Transportation
   F. Famous Evansvillians

3. Discuss with students the role the Ohio River has played in the life of Evansville. Direct the conversation toward the 1937 Flood and how it affected Evansville.

4. Discuss with students the Evansville Shipyards and how they contributed to World War II.

5. Lead a discussion on the changes in Evansville since 1950. Such topics as transportation, business, growth of city, entertainment, and quality of life may be used.

6. Have students project what they think Evansville will be like in 2006.

Student Activities

1. Have students draw the geographic features, on a map, which contributed to the founding of Evansville.

2. Have students give an oral report on a selected topic area of Evansville.

3. Have students mark a map showing the extent of the flooding from the 1937 Flood.

4. Have students record and report reminiscences from their families' memories of the 1937 Flood.

5. Have students record and report reminiscences from their families' memories of the Evansville Shipyards.

6. Have students write an essay on their projections of what Evansville will be like in the year 2006. These may then be collected and put in book form.

7. Have students make a map showing the key historical places of Evansville.

8. Have students research and write a brief history of their school.

9. Have students work the Evansville Mayors wordsearch puzzle.

Comments On Evansville, Vand. Co., Indiana

1. Evansville is the county seat for Vanderburgh County. Before Vanderburgh County was created, Evansville was the county seat for Warrick County.

2. Vanderburgh County was created out of parts of Posey, Gibson, and Warrick counties. Vanderburgh county was named after Judge Henry Vander Burgh, a territorial judge from 1800 to 1812. Vanderburgh county covers 241 sq. miles in area and had a population in 1970 of 168,772 persons.

3. In terms of population Evansville is the fourth largest. (1970)

Indianapolis - 744,624	Gary - 175,415
Fort Wayne - 177,671	Evansville - 138,764

4. Evansville is sometimes called the Crescent City.

5. Evansville has 2 colleges (UE, USI); 5 high schools, 10 middle schools, 20 elementary schools; numerous trade schools; and several business colleges.

6. Evansville has 3 major hospitals - Welborn, Deaconess, and St. Mary's.

7. Many different types of businesses abound in Evansville (ex. Mead Johnson, International Steel, Whirlpool, Arkla, PP & G, Faultless Caster).

8. Many different types of recreation are available for Evansville people. A few are:

1. boating	6. picnicing
2. swimming	7. camping
3. ice skating	8. hiking
4. roller skating	9. sports leagues
5. museums	10. golf

9. Major East-West thoroughfares are: Division-Pennsylvania, Columbia, Lincoln, Washington, Riverside, and Bellemeade.

10. Major North-South thoroughfares are: Green River Rd., Boeke, Weinbach, Kentucky Ave., First Ave., and St. Joseph Ave.

11. There are three major areas which are major business districts: Downtown, along First Ave., and along Green River Rd.

Overall, Evansville is a good place to live.

TIMELINE

Evansville, Vanderburgh County, Indiana

1791	Early settlement made at Redbank, present site of Henderson, Ky.
1797	Henderson surveyed and platted by Transylvania Company.
March 27, 1812	Hugh McGary buys 200 acres, the present site of downtown Evansville, from the Vincennes land office.
1813	Warrick County established (Evansville located in that county).
June 1814	Evansville named county seat of Warrick County.
1817	Hugh McGary sells 130 acres to Robert M. Evans and James W. Jones who lay out the streets and lots from the river to Third and from Chestnut to Court.
Jan. 7, 1818	Vanderburgh County created from parts of Posey, Gibson, and Warrick counties with Evansville as county seat.
1819	Evansville incorporated as a town.
1820	First Courthouse built on corner of Third and Main (present location of National City Bank) for $5,425.
1821	First school building constructed at Third and Main subscription school.
1840	Vanderburgh County population - 6,250
Jan. 29, 1847	Evansville receives a city charter.
1853	Wabash and Erie Canal completed from Evansville to Toledo, Ohio.
Dec. 1853	Railroad line finished from Terre Haute to Evansville.
1854	Evansville High School organized. Later called Central High School.
1860	Evansville was the third largest city in the state with a population of 11,484.
July 9, 1863	Morgan's Raid began into southern Indiana.
1845	Evansville Courier established.
1870	Evansville's population is 21,830 people (second largest Indiana city).
1871	First Water Works established.

1874-1875	Post Office erected.
1878	First telephones established.
1883	Willard Library completed.
1887	New City Hall built at Third and Walnut.
1887-1889	New Courthouse built ($400,000)
1889	Main Street paved with brick.
1898	First auto seen on Evansville streets.
1899	Evansville High School - 1st B-ball team.
1905	Movies make their appearance in Evansville.
1906	Evansville Press founded and began publishing.
1911	First airplane seen in Evansville.
1918	Reitz H.S. completed and opened for use.
Sept. 1919	Evansville College (U of E) holds first classes.
1922	First radio station - WGBF
1924	Bosse H.S. completed.
1926	Memorial H.S. built.
1929	Talking pictures come to Evansville.
1932	Evansville-Henderson bridge opened.
1937	The Great Flood
1942	W.W. II war industries established.

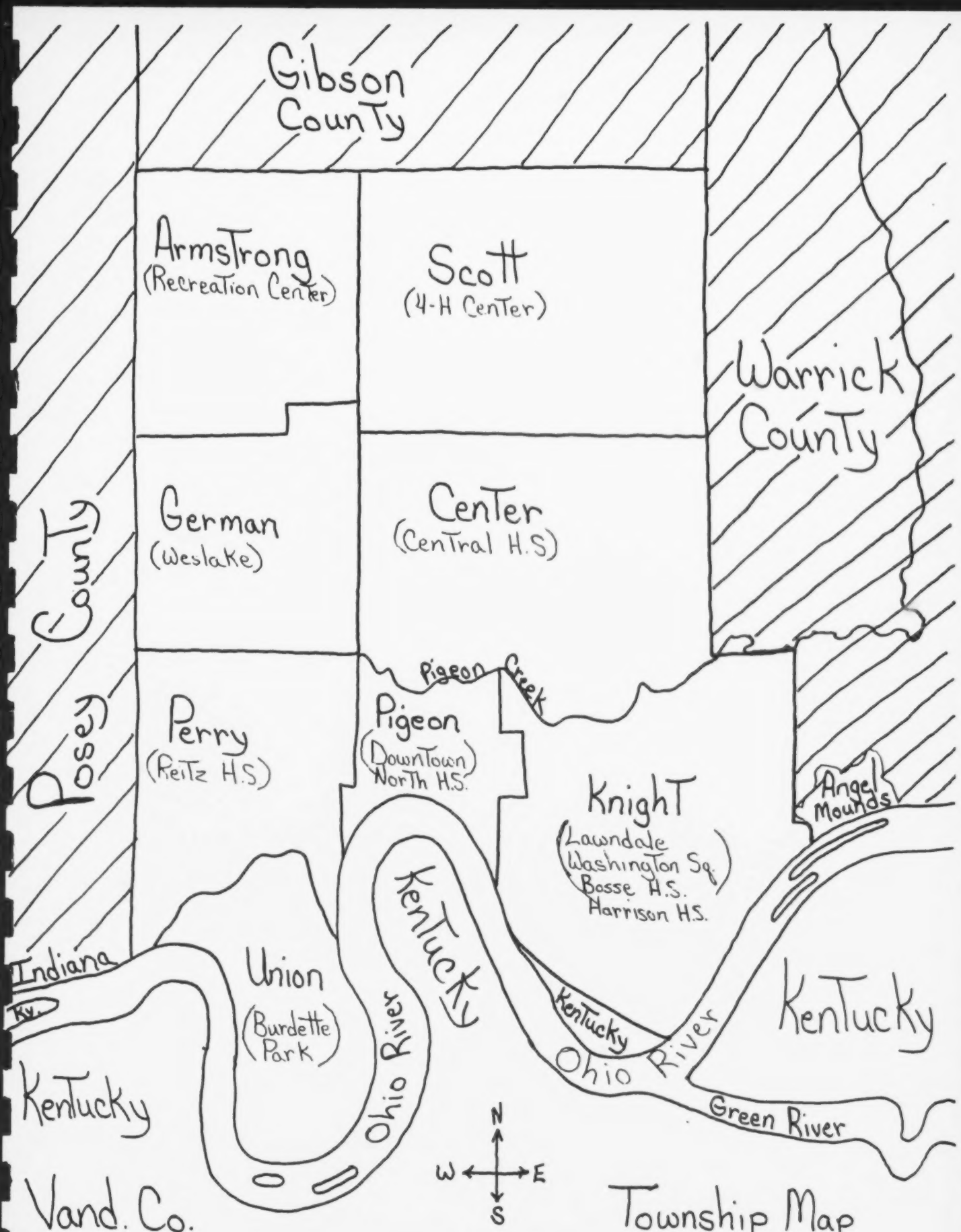
1942	Production begins for the Evansville-built P-47 Thunderbolt and LST ships.
1944 and 1945	Bosse High School wins back-to-back Boys IHSAA Basketball State Championships.
1946	The first drive-in or "outdoor" theater opens in Evansville.
1946	The new C & E I Passenger train, "The Whipporwill" makes it's debut in Evansville.
1948	Mater Dei High School opens on the West side.
1951	The costliest fire in Evansville's history destroys most of the block between 3rd and 4th streets on Main Street.
1952	Mesker Amphitheatre opens "under the stars."
1953	WFIE-TV "First in Evansville" goes on the air as Channel 62.
1953	Servel employs 14,000 workers. Evansville is known as the "Refrigerator Capital."
1955	Portions of the new West side expressway, extending Division Street, are opened.
1955	International Harvester sells to Whirlpool Corp.
1956	Plans are started for the Evansville Museum.
1956	Roberts Stadium opens.
1956	Lawndale Shopping Center opens on Green River Road.
1956	North High School opens, including the Mechanic Arts School.
1957	Servel shocks Evansville when it announces it is going out of business.
1958	Former Evansville Mayor, Vance Hartke is elected to the first of 3 terms in the U. S. Senate.
1959	Rex Mundi High School, a Catholic school, opens on the West side.
1959	Chrysler Corp. closes its Evansville-Plymouth Assembly Plant.
1959	Mayor Frank F. McDonald is elected to the first of three terms. He is the only 3 term mayor elected in Evansville's history.

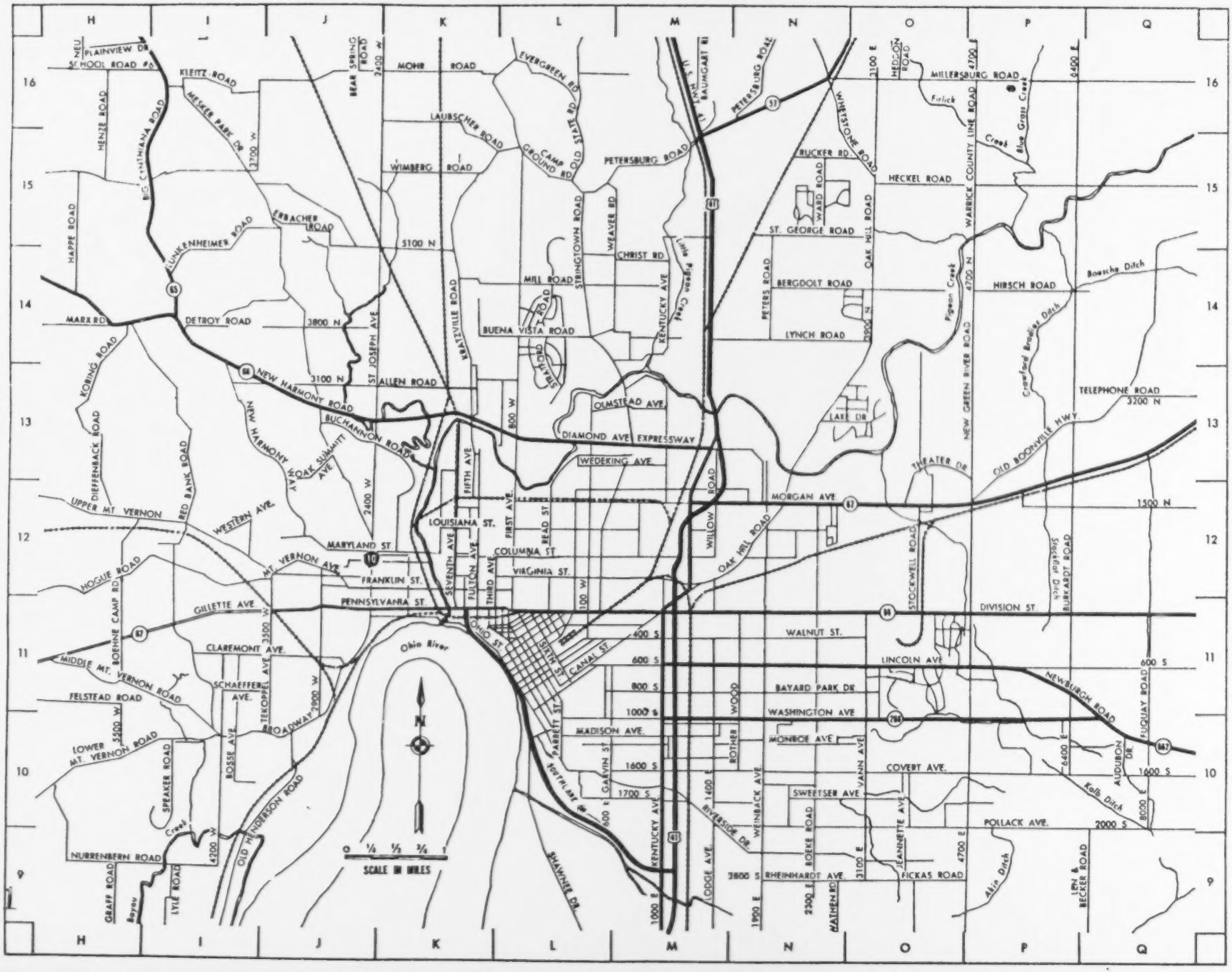
1960	Alcoa begins operations in Warrick County.
1962	William Henry Harrison High School opens on the East side.
1962	Bosse High School wins it's 3rd IHSAA Boys Basketball State Championship.
1963	Central Evansville Improvement Corp. forms and begins to re-develop an area including the old C & E I Train Station/Community Center, The Cook Brewery and Assumption Cathedral.
1964	UE completes an undefeated season to win the NCAA Division II basketball championship.
1965	ISUE, a local branch of Indiana State University, Terre Haute, opens in Evansville with 412 students.
1967	Evansville College is granted approval to re-charter as the University of Evansville.
1967	The Vanderburgh Auditorium and Convention Center opens.
1967	North High School wins the IHSAA Boys Basketball Championship.
1969	The Civic Center Complex, housing government, school and court offices is completed on 7th Street and "Draggin" (Cruising) Main Street ends.
1969	Beginning of what is now the Freedom Festival Celebration.
1970	Central High School, Evansville's oldest, opens at its' new North side location.
1973	The Evansville Triplets, Evansville's last and top professional baseball team, starts and stays until 1984.
197?	The last passenger train leaves Evansville.
1975	Re-located U. S. 41 opens and complaints immediately are directed toward the stoplights.
1976	Evansville's summer celebration, The Freedom Festival, starts as the U. S. celebrates its bi-centennial.
1977	Fatal plane crash kills the entire U E Basketball team and sportscaster, Marv Bates.
1979	"Thunder on the Ohio," a major hydro-plane speed boat race, begins as part of the Summer Freedom Festival.
1979	PPG breaks ground as a new industry for the Evansville/ Vanderburgh County area.
1973	Rex Mundi High School closes its doors - IVY Tech buys the facility.

1980	Former Mayor Russell G. Lloyd is shot in his home.
1980	Robert D. Orr, an Evansville native, is elected to the first of his two terms as Indiana Governor.
1981	Construction begins on the long awaited eastern extension of Division Street (S. R. 66) which will take the Railroad tracks "out of the middle of the road."
1981	Plans to construct an interstate highway by-pass to relieve the "Stoplight City" congestion on U. S. 41 are announced.
1981	Reitz High School wins the IHSAA Girls Basketball State Championship.
1976	The Four Freedoms Monument, using columns from the C & E I Train Station/Community Center, is completed along Evansville's redeveloped river front.
1981	Eastland Mall opens along Green River Road, marking the transition of Evansville from an industry/factory city to a regional service center.
1983	A "hurricane by land" hits Evansville with 70 mph winds. Trees are uprooted and power outages last weeks. However, no resident is killed.
1984	Evansville's Congressional district, the 8th of Indiana, experiences what may be the closest election in Congressional history. Frank McCloskey defeats Rick McIntyre by only 4 votes out of over a quarter million cast. The disputed recount is not settled until June, 1985.
1984	Evansville establishes a "sister-city" relationship with Osnabruck, West Germany.
1985	ISUE becomes USI, Indiana's 5th state-funded four year university, when Governor Robert Orr signs the charter.
1985	Evansville's last drive-in theater closes, marking the end of a short-lived era.
1985	Plans for a new airport terminal at Dress Regional Airport are finalized. Construction begins and a search committee is formed to find an Evansville-built P-47 Thunderbolt to place in the new terminal.
1985	An old landmark, the L & N Train Depot on Fulton Avenue, is finally destroyed after many attempts to save and restore it prove unsuccessful.

1986 Portions of Evansville's Old Post Office and Customs House, another landmark, are re-opened as Downtown renovation enters a new phase under Mayor Michael Vandeveer's administration.

GIBSON
POSEY
WARRICK
VANDERBURGH
Pigeon Creek
Evansville
INDIANA
KENTUCKY
INDIANA
KENTUCKY
Green River
INDIANA
KY.
Ohio River
N
W
E
S
VANDERBURGH COUNTY
County Seat
0 1 2 3 4 5 mi
0 2 4 6 8 km
INDIANA COUNTY SERIES


Gibson County
Armstrong
(Recreation Center)
Scott
(4-H Center)
Warrick County
Posey County
German
(Weslake)
Center
(Central H.S)
Pigeon Creek
Perry
(Reitz H.S)
Pigeon
(Downtown)
North H.S.
Knight
(Lawndale
Washington Sq.
Bosse H.S.
Harrison H.S.
Angel Mounds
Indiana
Ky.
Union
(Burdette Park)
Kentucky
Ohio River
Kentucky
Ohio River
Kentucky
Green River
Kentucky
Vand. Co.
N
W
E
S
Township Map


EVANSVILLE, INDIANA
H
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16
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12
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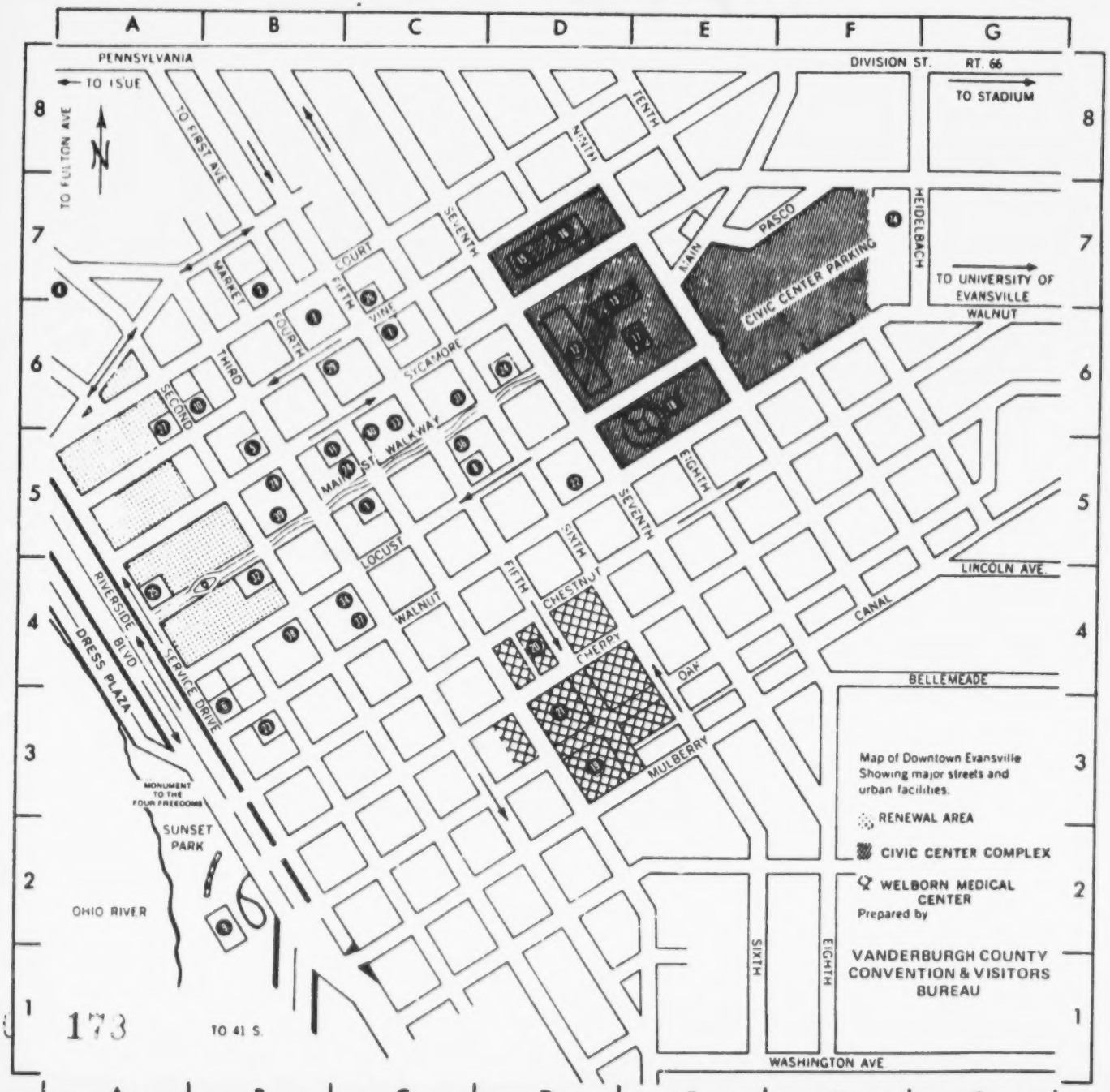
10
9
PLAINVIEW DR
SCHOOL ROAD #6
KLEITZ ROAD
MESKER PARK DR
3700 W
HENZE ROAD
BIG CYNTHIANA ROAD
HAPPE ROAD
KUNKENHEIMER ROAD
ERBACHER ROAD
MARX RD
DETROY ROAD
3800 N
KOENIG ROAD
DIEFFENBACK ROAD
RED BANK ROAD
NEW HARMONY ROAD
3100 N
NEW HARMONY WORK SUMMIT AVE
2400 W
BUCHANNON ROAD
UPPER MT VERNON
WESTERN AVE.
MARYLAND ST
MT VERNON AVE
FRANKLIN ST.
PENNSYLVANIA ST.
HOGUE ROAD
BOEHNE CAMP RD
GILLETTE AVE
3500 W
CLAREMONT AVE.
MIDDLE MT. VERNON ROAD
FELSTEAD ROAD
LOWER MT VERNON ROAD
SPEAKER ROAD
Creek
NURRENBERN ROAD
4200 W
GRAFF ROAD
Bayou
LYLE ROAD
SCHAEFFER AVE.
TEKOPPEL AVE
BROADWAY
2900 W
BOSSE AVE.
OLD HENDERSON ROAD
Ohio River
SCALE IN MILES
0 1/8 1/4 3/8 1
BEAR SPRING ROAD
2400 W
MOHR ROAD
LAUBSCHER ROAD
WIMBERG ROAD
5100 N
MILL ROAD
BUENA VISTA ROAD
ST JOSEPH AVE
ALLEN ROAD
KRATZVILLE ROAD
800 W
FIFTH AVE
LOUISIANA ST.
FIRST AVE.
READ ST
COLUMBIA ST.
VIRGINIA ST.
SEVENTH AVE
FULTON AVE
THIRD AVE
100 W
OHIO ST.
SIXTH ST
CANAL ST
PARRETT ST
YOUNGLAVE
SHAMMER DR.
EVERGREEN RD
CAMP GROUND RD
OLD STATE RD
STRINGTOWN ROAD
WEAVER RD
CHRIST RD
Little Pigeon Creek
KENTUCKY AVE
OLMSTEAD AVE
DIAMOND AVE EXPRESSWAY
WEDEKING AVE
WILLOW ROAD
OAK HILL ROAD
U.S. HWY 41 BAUMGART RD
PETERSBURG ROAD
PETERSBURG ROAD
RUCKER RD
WARD ROAD
OAK HILL ROAD
ST. GEORGE ROAD
PETERS ROAD
BERGDOLT ROAD
LYNCH ROAD
3200 N
LAKE DR
THEATER DR
STOCKWELL ROAD
2100 E
HEDGON ROAD
MILLERSBURG ROAD
4700 E
Firlick Creek
Blue Grass Creek
WARRICK COUNTY LINE ROAD
HECKEL ROAD
WARRICK ROAD
NEW GREEN RIVER ROAD
Pigeon Creek
4700 N
HIRSCH ROAD
Bouncha Ditch
Crawford Boulder Ditch
TELEPHONE ROAD
3200 N
OLD BOONVILLE HWY.
1500 N
MORGAN AVE
DIVISION ST.
WALNUT ST.
LINCOLN AVE
600 S
800 S
1000 S
BAYARD PARK DR
WASHINGTON AVE
MADISON AVE.
1600 S
1700 S
MONROE AVE
COVERT AVE.
SWEETSER AVE
POLLACK AVE.
2000 S
RHEINHARDT AVE.
3800 S
FICKAS ROAD
NEWBURGH ROAD
6400 E
AUDUBON DR
FUQUAY ROAD
8000 E
Kolb Ditch
Stockdale Ditch
BURKHARDT ROAD
Abia Ditch
IPRL & BECKER ROAD
WOOD
BOTHER
GALVIN ST
VANN AVE
WEINBACK AVE
RIVERSIDE DR.
1400 E
600 E
KENTUCKY AVE
LODGE AVE.
1000 E
BOEKE ROAD
2300 E
JEANNETTE AVE
4700 E
3100 E
1900 E
MAITHEW RD

171

172

DOWNTOWN EVANSVILLE



Downtown Evansville

1	Chamber of Commerce	C-5
2	Coliseum	B-7
3	Old Courthouse Center	B-6
4	Employment Office	A-7
5	Greyhound Bus Terminal	B-5
6	Hadi Temple	B-3
7	Indiana Bell Telphone Co	C-6
8	Library, Central	C-5
9	Museum	B-2
10	Newspaper Offices	B-6
11	Southern Indiana Gas & Electric Co	C-5
26	Y.M.C.A.	C-6
27	Y.W.C.A.	A-5

Civic Center Complex:

12	City-County Administration (City & County Offices Police & Sheriff Depts.)	D-6
13	City-County Courts Bldg.	D-6
14	Community Center	F-7
15	Federal Offices, Courts & Social Security Office	D-7
16	Federal Post Office	D-7
17	Schools Administration	D-6
18	Vand. Convention & Auditorium	E-6

Medical Center:

19	MediCenter	D-3
20	Welborn Clinic	D-4
21	Welborn Hospital	D-3

Motels-Hotels:

22	Executive Inn	D-5
23	Evansville River House	B-3
25	Towne	A-4

Buildings:

28	Citizens National Bank	B-5
29	Court	B-6
11	Hulman	C-5
31	Indiana Bank	C-6
32	Mid-West Federal	B-4
33	Old National Bank	C-5
34	Permanent Savings	C-4
1	Hilliard Lyons	C-5
36	Union Federal	C-5
37	Citizens Building	C-4
38	National City Bank	B-4
24	Evansville Federal	D-6
39	Morris Plan	B-5
40	Peoples Bank	C-5

EVANSVILLE MAYORS

M E K T R A H R O B E R T S

C B O R U S N A O A D O T S

D U R E K L A W B S A C E E

O T O V A L M I H E N K L R

N T S O H E W S O N N A D D

A E N C O W E N P O E N O B

L R O O A D A I K J T D O O

D F I F K I R K I E T R G S

A I S F U R S W N E E O I S

V E I E R B G A S R L L M E

I L V I M O O H E I L M A N

D D A S S E D A T N O L A N

S A N B A H B N R T Q I M A

O V R A E N A D E O P S T M

N A I D P E R S H M O H A K

A N P F Q T E A C A L E K E

K L E I N E R W I L X E O I

I N R M A L E S E I R G O D

V A N D E V E E R D Y O L L

EVANSVILLE MAYORS (1847-Present)

James G. Jones
John S. Hopkins
John Hewson
William Backer
William H. Walker
Eccles G. Van Riper
William Baker
Charles H. Butterfield
John J. Kleiner
Thomas H. Bridwell
John H. Dannettell
Nicholas M. Goodlett
A.C. Hawkins
William M. Akin
Charles G. Covert
John W. Boehne
John J. Nolan
Charles F. Heilman
Benjamin Bosse
William H. Elmendorf
Herbert Males
Frank W. Griese
William H. Dress
Manson Reichert
William H. Dress
Edwin F. Diekmann
Henry O. Roberts
R. Vance Hartke
William Davidson
Frank McDonald
Russell Lloyd
Michael Vandeveer
Frank McDonald, Jr.

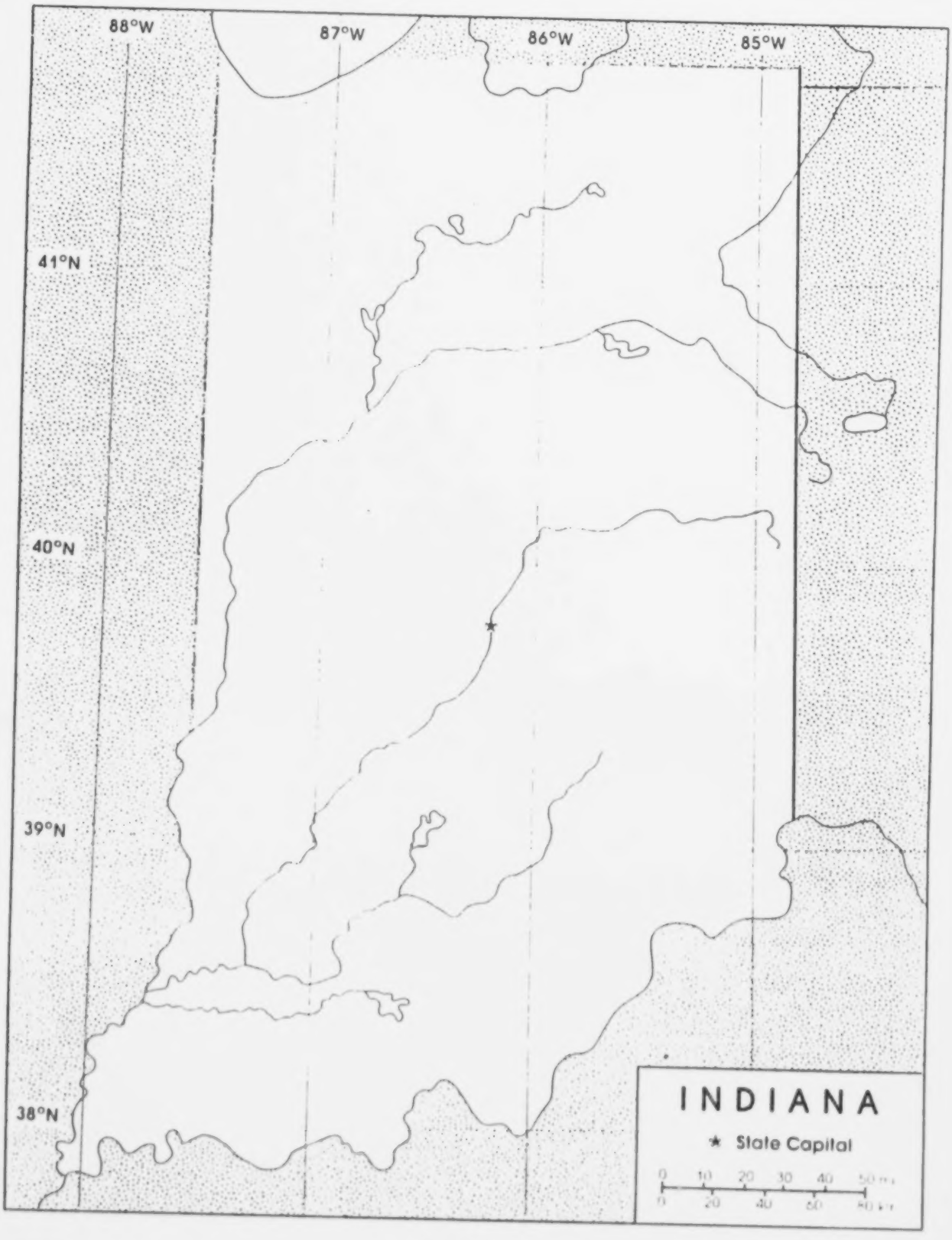
EVANSVILLE-VANDERBURGH SCHOOL CORPORATION
Evansville, Indiana

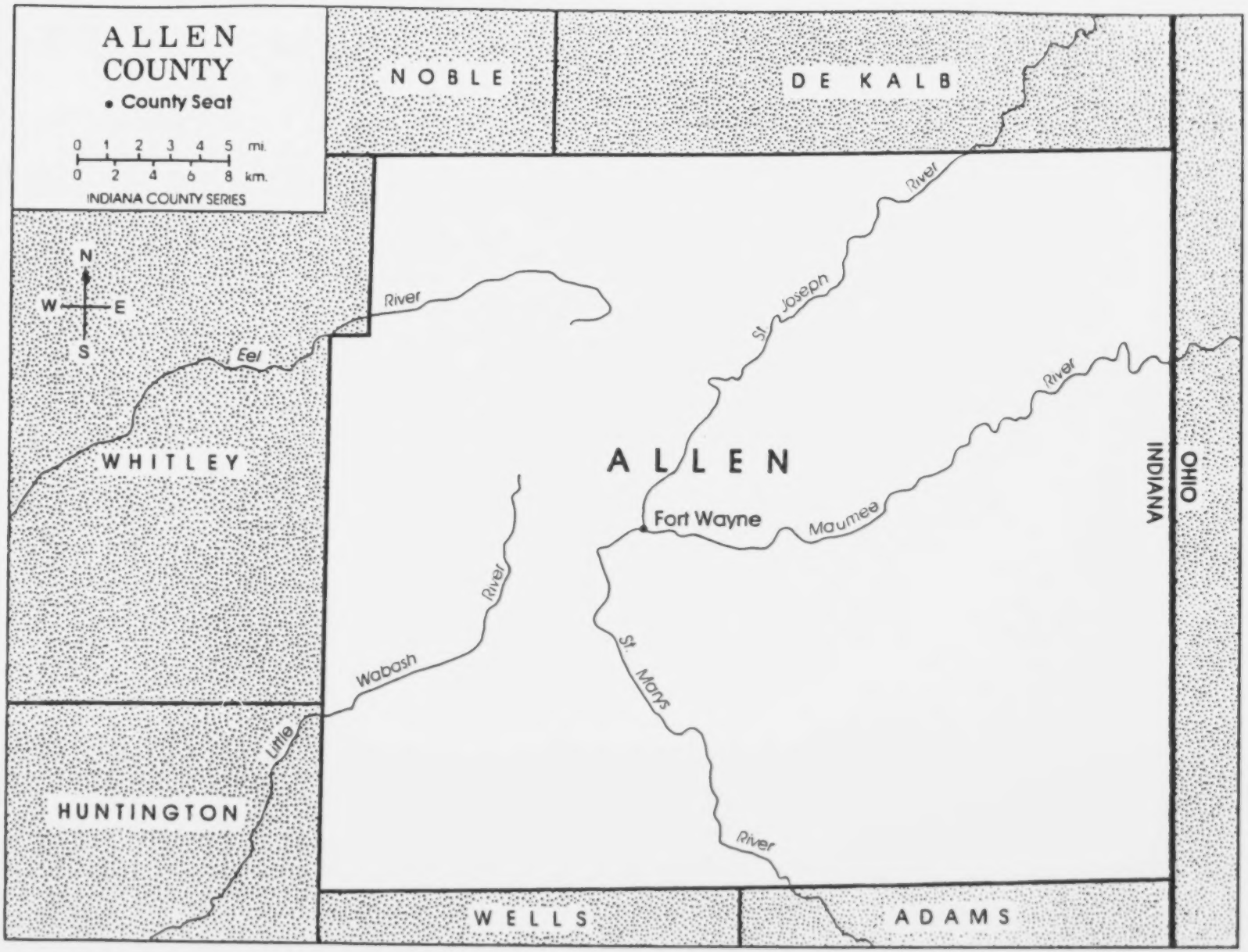
SUPERINTENDENT OF SCHOOLS

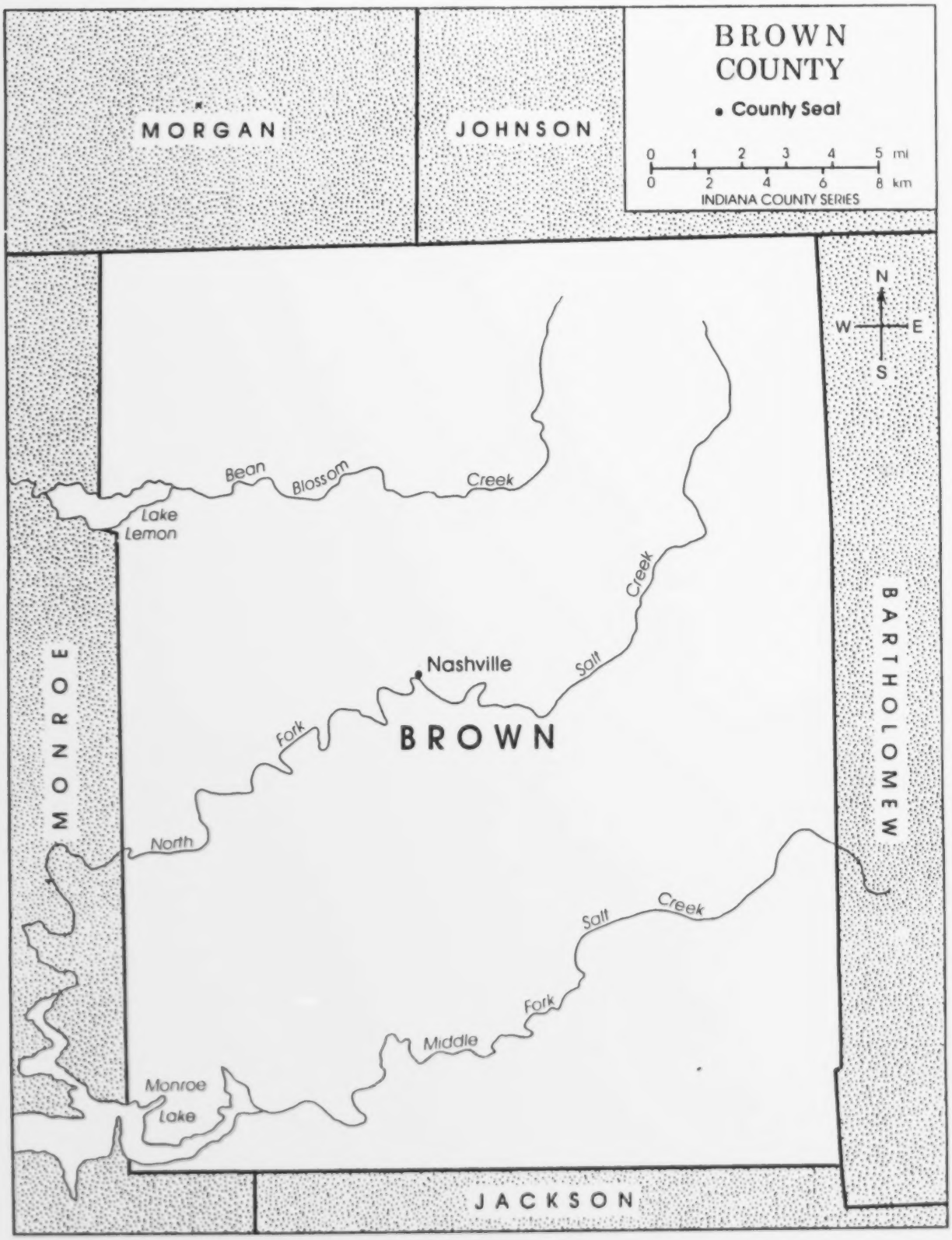
1853-1861	H. Q. Wheeler
1861-1865	Wm. Baker
1865-1866	E. J. Rice
1866-1867	Chas. Butterfield
1867-1875	A. M. Gow
1875-1880	Jno. M. Bloss
1880-1886	Jno. Cooper
1886-1894	J. W. Layne
1894-1902	W. A. Hester
1902-1910	F. W. Cooley
1910-1916	Jas. H. Tomlin
1916-1924	L. P. Benezet
1924-1933	John O. Chewning
1933-1943	Ralph Irons
1943-1946	Alex Jardine
1946-1960	Ralph Becker
1960- 1970	Herbert Erdmann
1970-1973	Wilmer Bugher
1973- 1987	Victor Fisher, Jr.

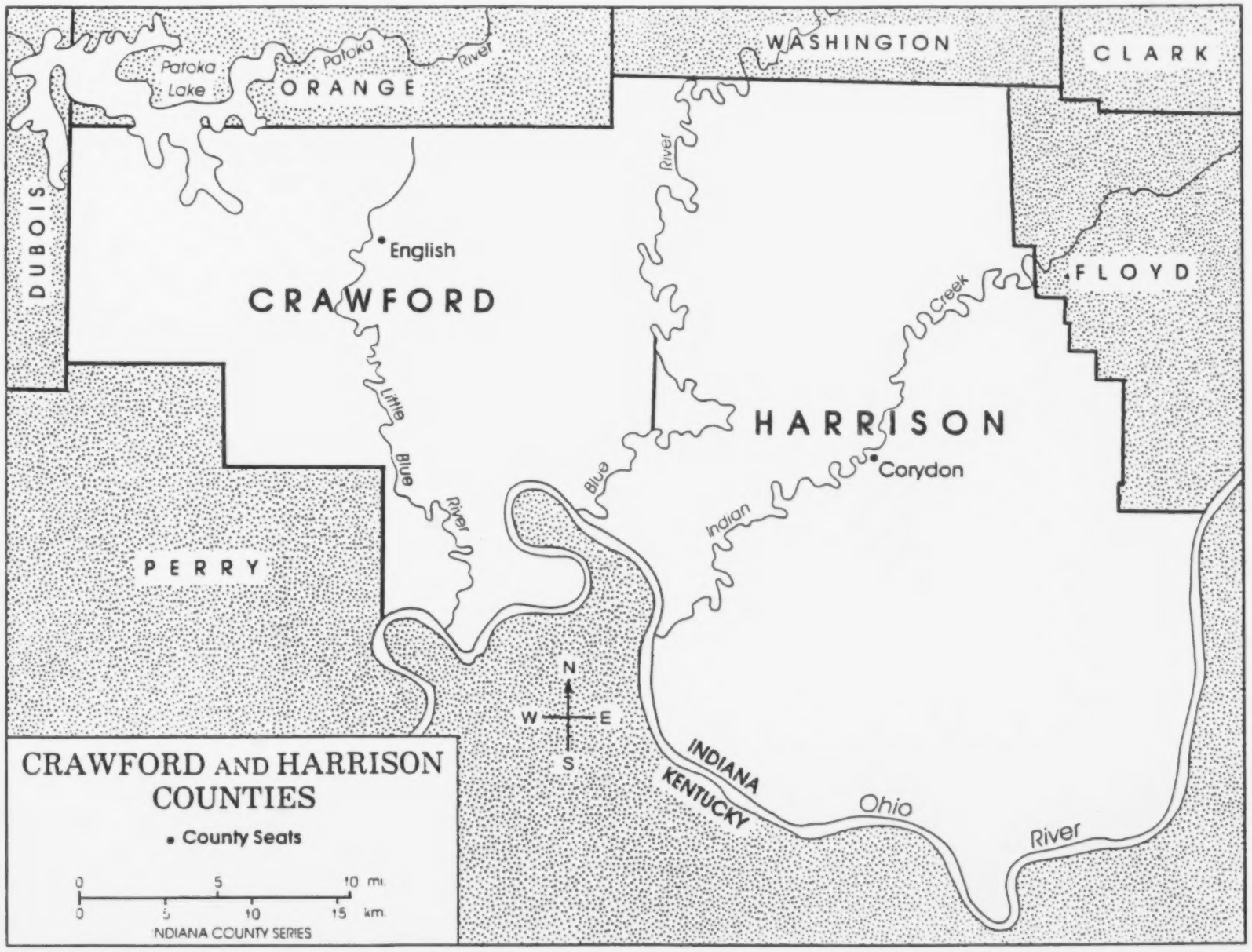
Modern Indiana

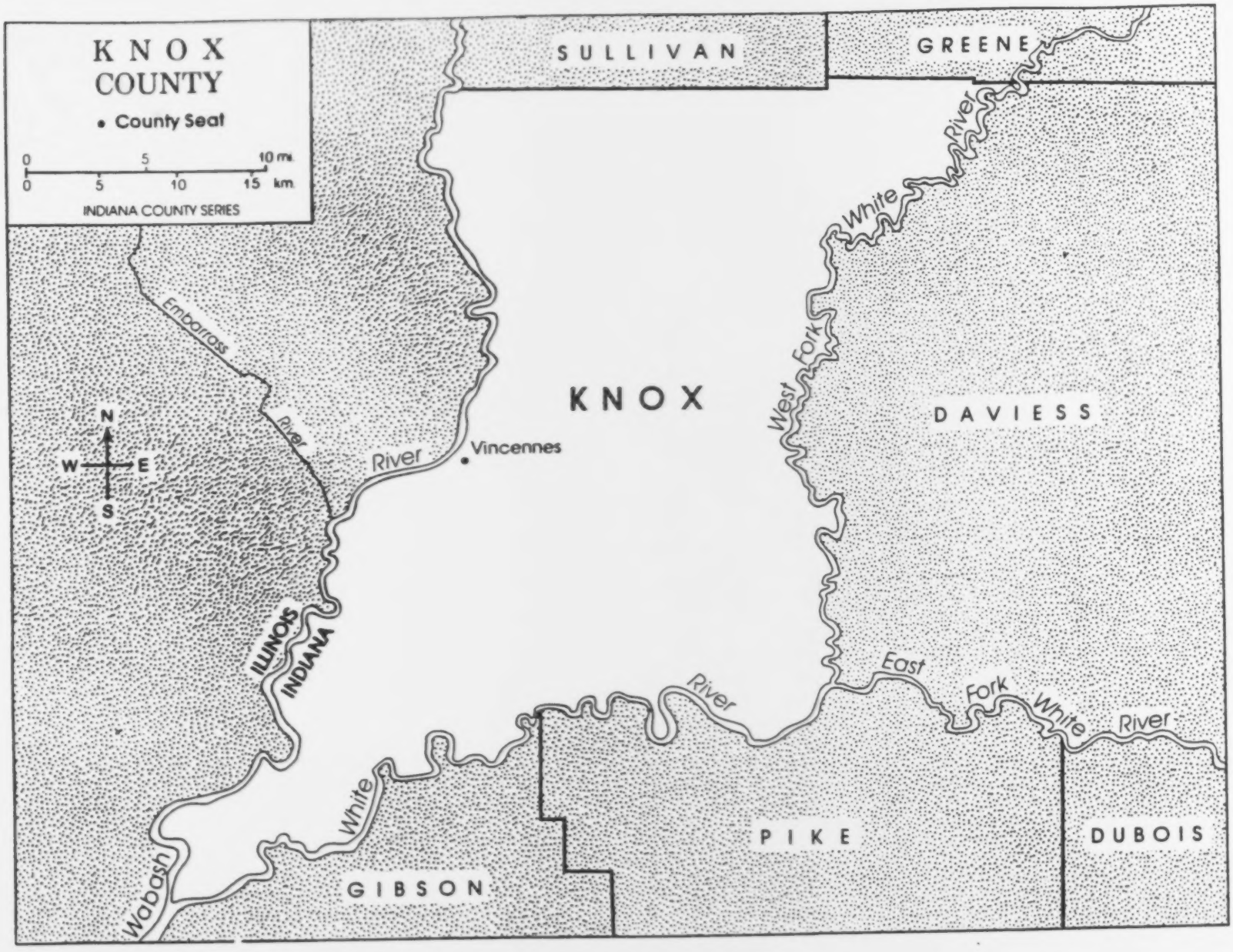
NAME: _____

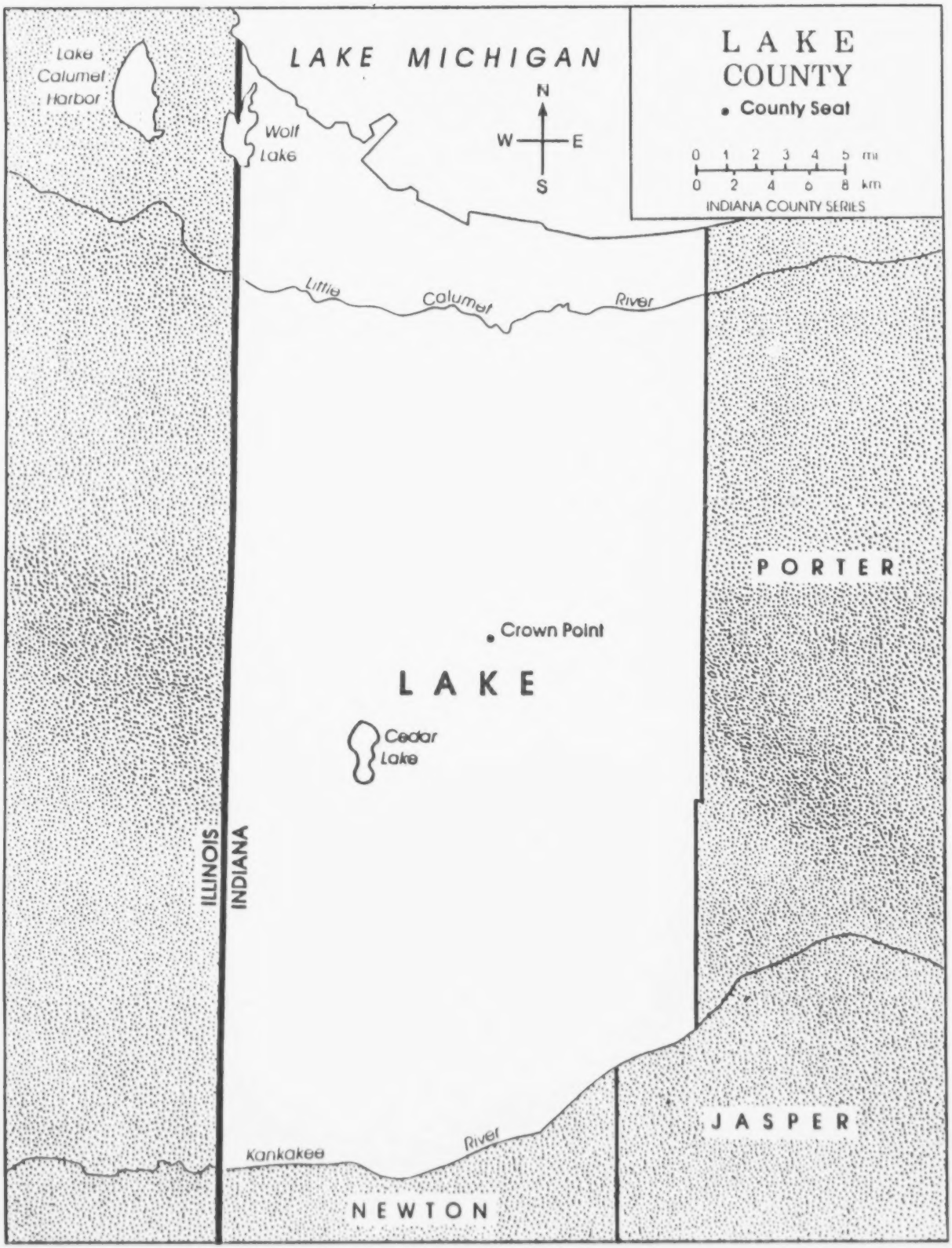

88°W
87°W
86°W
85°W
41°N
40°N
39°N
38°N
INDIANA
★ State Capital
0 10 20 30 40 50 mi
0 20 40 60 80 km

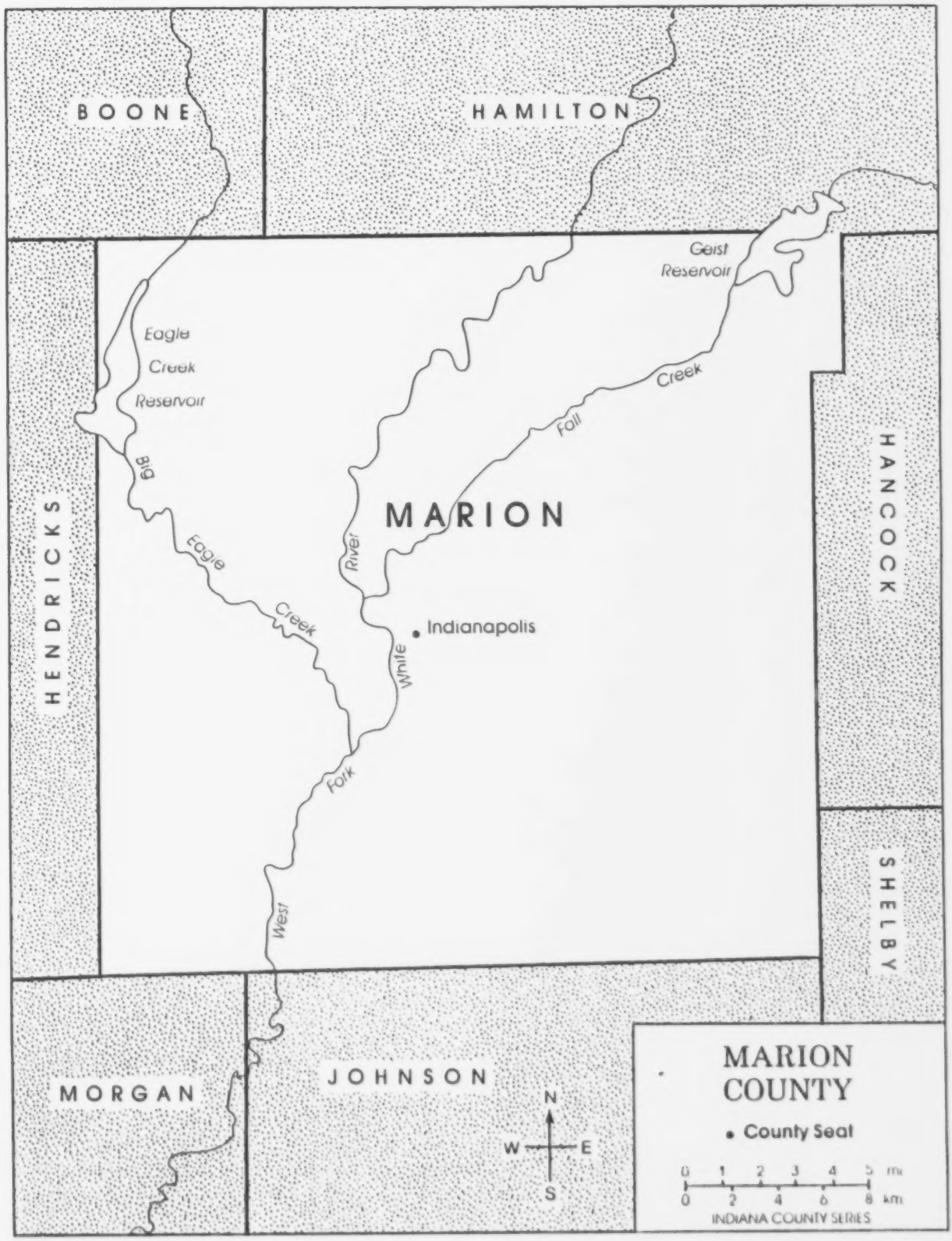

ALLEN
COUNTY
• County Seat
0 1 2 3 4 5 mi.
0 2 4 6 8 km.
INDIANA COUNTY SERIES
N
W
E
S
NOBLE
DE KALB
WHITLEY
ALLEN
HUNTINGTON
WELLS
ADAMS
Fort Wayne
Eel River
St. Joseph River
Maumee River
Wabash River
St. Marys River
Little River
INDIANA
OHIO

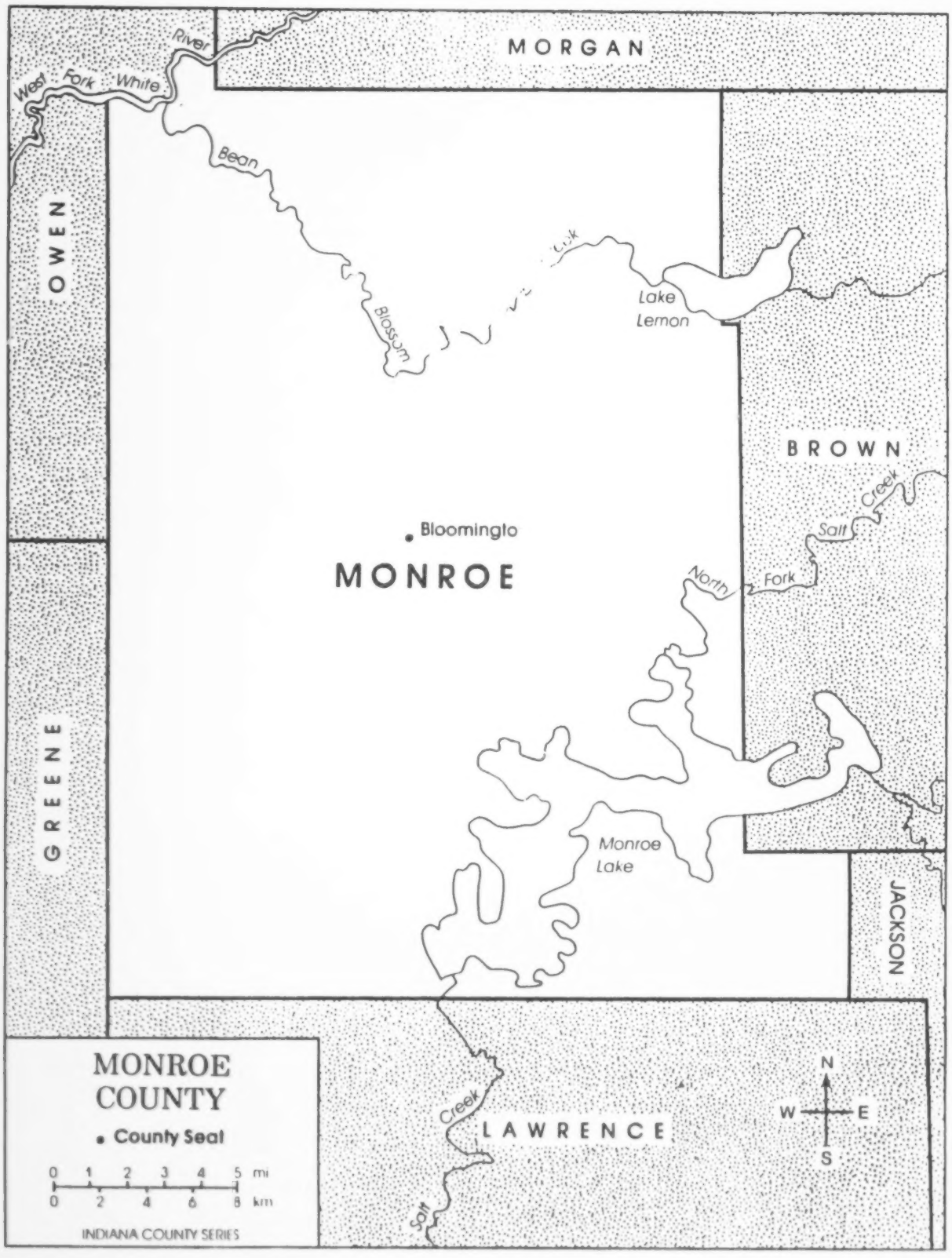

BROWN
COUNTY
• County Seat
0 1 2 3 4 5 mi
0 2 4 6 8 km
INDIANA COUNTY SERIES
MORGAN
JOHNSON
N
W
E
S
Bean Blossom Creek
Lake Lemon
Salt Creek
Nashville
BROWN
North Fork
MONROE
BARTHOLOMEW
Salt Creek
Middle Fork
Monroe Lake
JACKSON

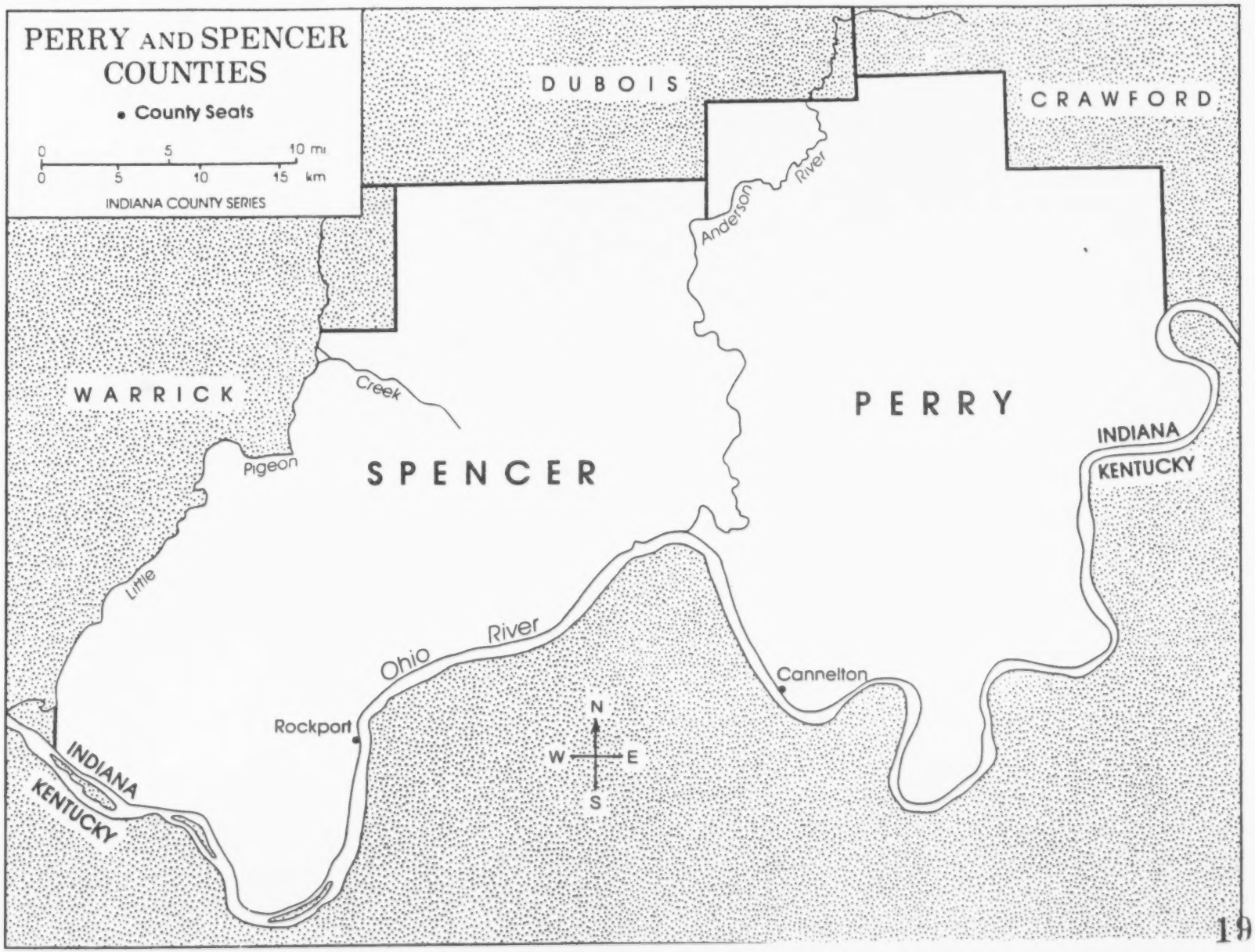

Patoka Lake
Patoka River
ORANGE
WASHINGTON
CLARK
DUBOIS
English
CRAWFORD
Little Blue River
Blue River
FLOYD
Fourteen Mile Creek
HARRISON
Corydon
Indian Creek
PERRY
N
W
E
S
INDIANA
KENTUCKY
Ohio River
CRAWFORD AND HARRISON COUNTIES
• County Seats
0 5 10 mi.
0 5 10 15 km.
INDIANA COUNTY SERIES

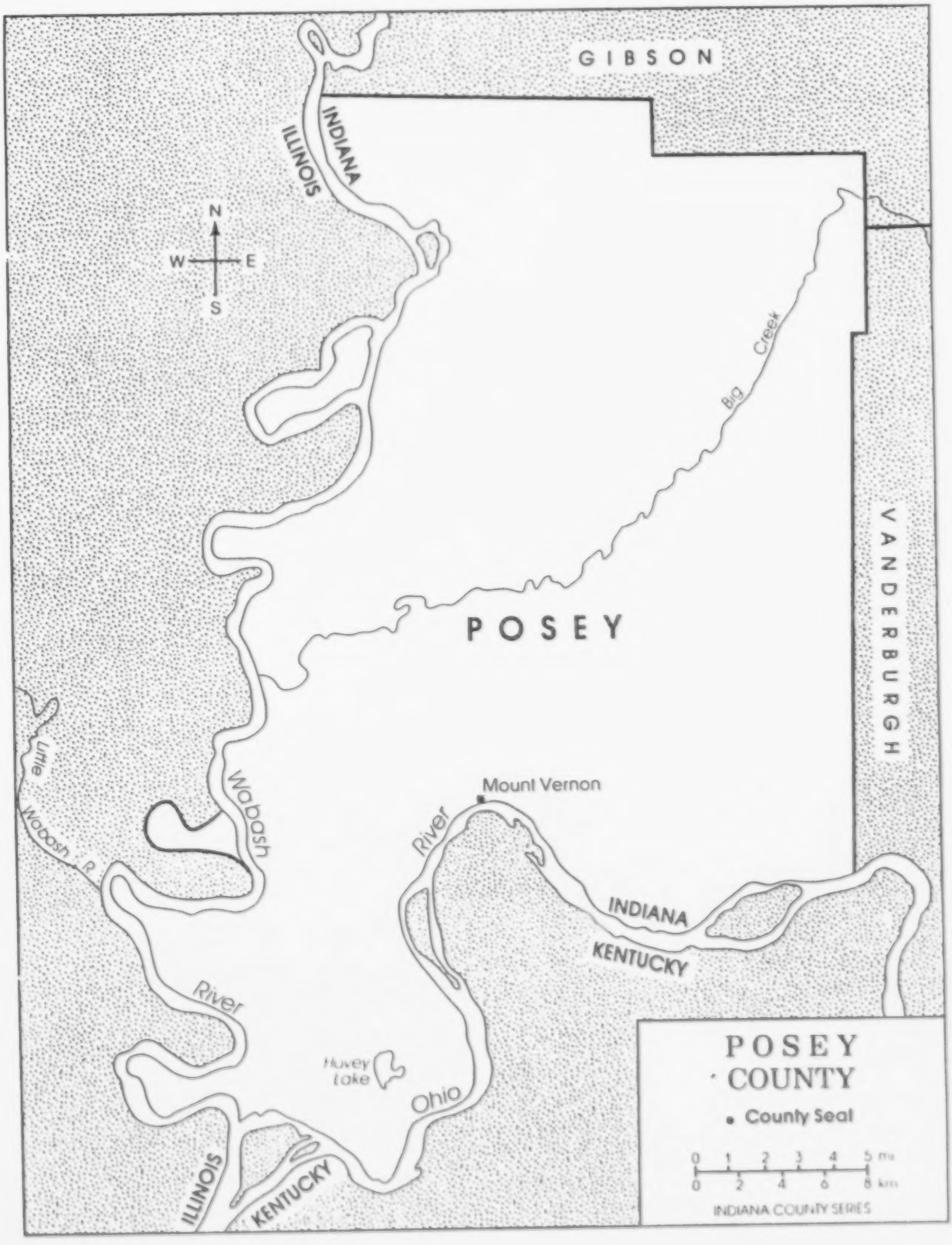

KNOX COUNTY
• County Seat
0 5 10 mi.
0 5 10 15 km
INDIANA COUNTY SERIES
SULLIVAN
GREENE
KNOX
DAVIESS
PIKE
DUBOIS
GIBSON
Vincennes
Embarrass River
White River
West Fork White River
East Fork White River
Wabash River
ILLINOIS
INDIANA
N
W
E
S

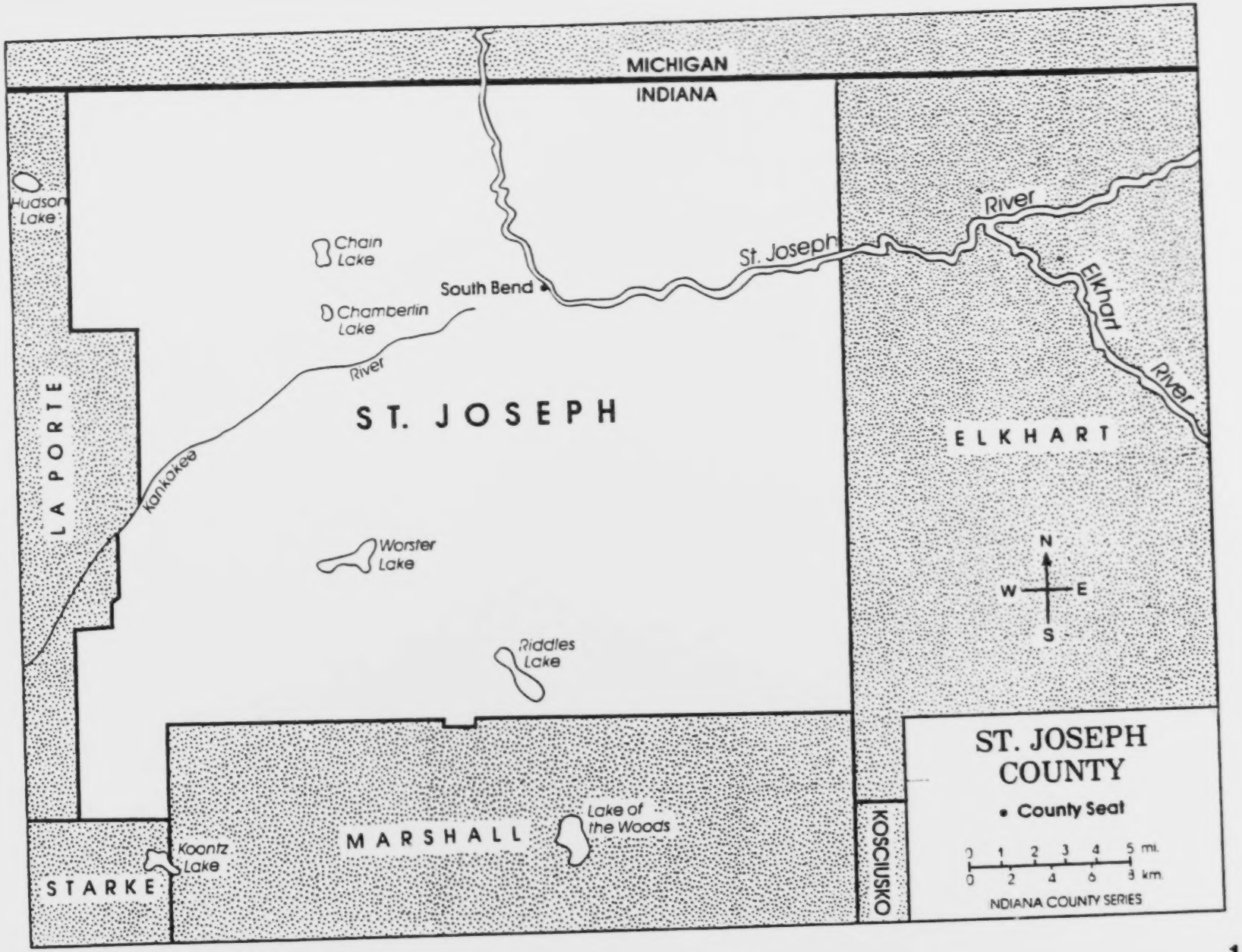

LAKE COUNTY
• County Seat
0 1 2 3 4 5 mi
0 2 4 6 8 km
INDIANA COUNTY SERIES
LAKE MICHIGAN
N
W
E
S
Lake Calumet Harbor
Wolf Lake
Little Calumet River
PORTER
• Crown Point
LAKE
Cedar Lake
ILLINOIS
INDIANA
JASPER
Kankakee River
NEWTON

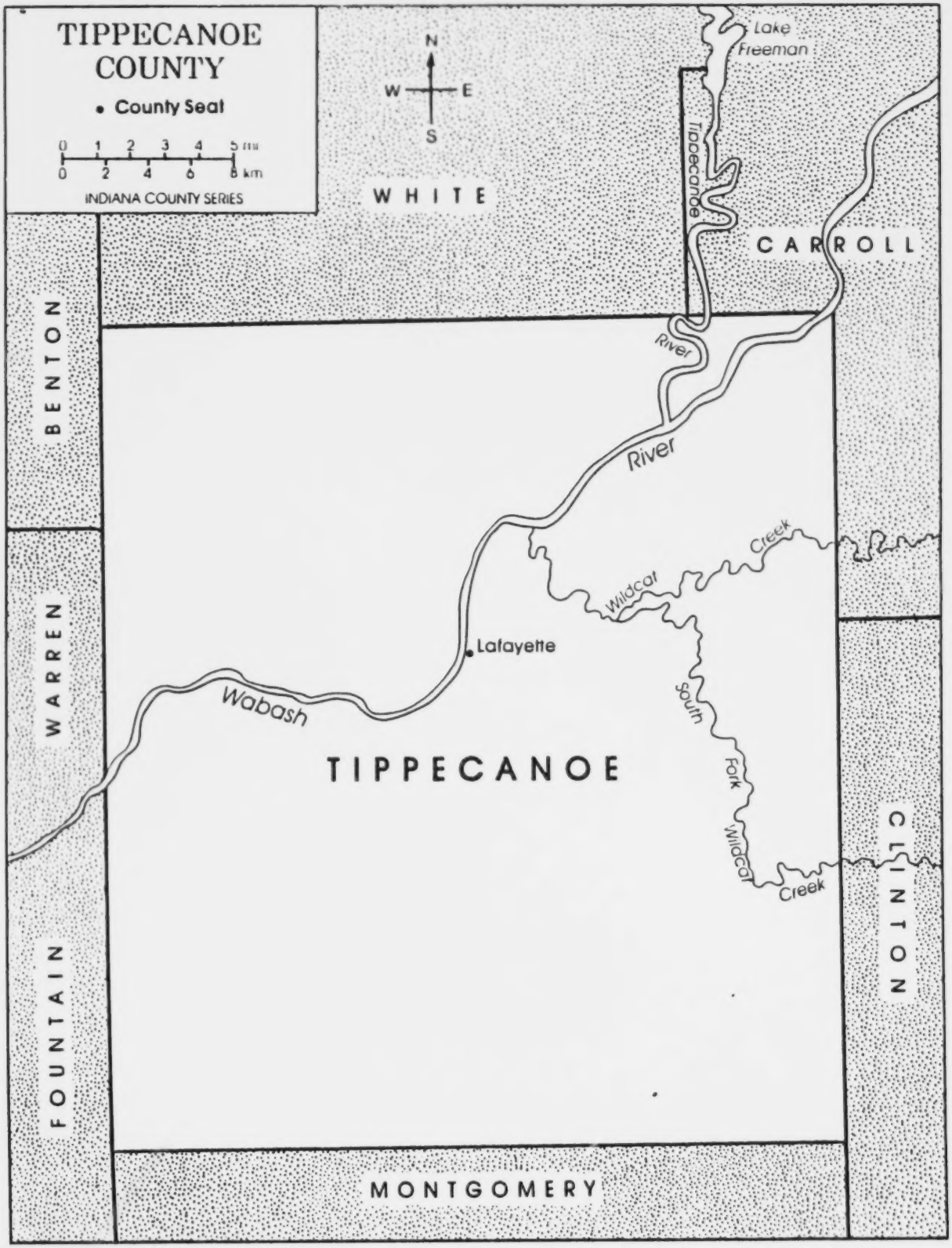

BOONE
HAMILTON
HENDRICKS
HANCOCK
SHELBY
MORGAN
JOHNSON
MARION
Indianapolis
Geist Reservoir
Eagle Creek Reservoir
Big Eagle Creek
White River
Fall Creek
West Fork
N
W
E
S
MARION COUNTY
• County Seat
0 1 2 3 4 5 mi
0 2 4 6 8 km
INDIANA COUNTY SERIES

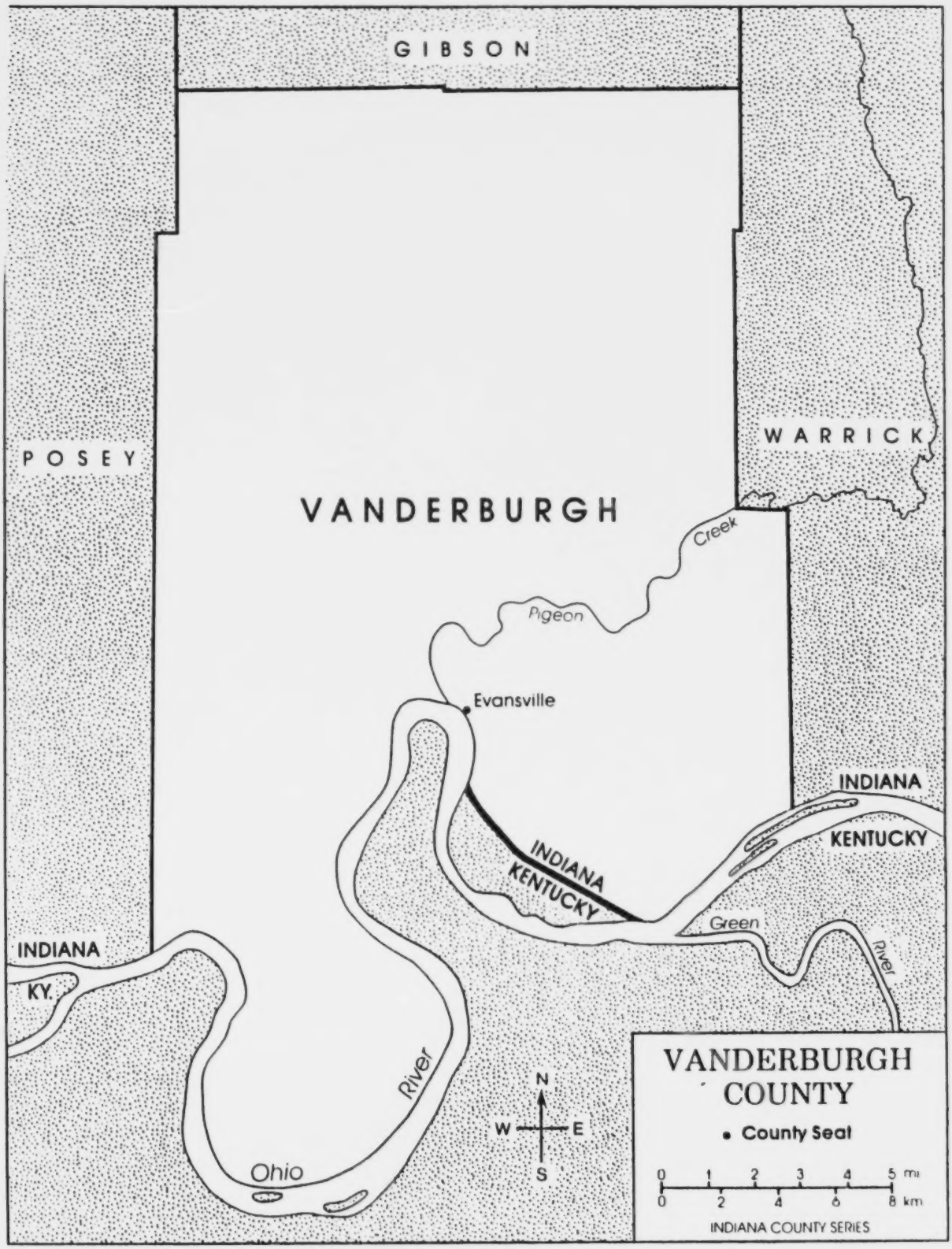

MORGAN
West Fork White River
Bean Blossom
Lake Lemon
OWEN
BROWN
Salt Creek
North Fork
Bloomington
MONROE
Monroe Lake
GREENE
JACKSON
LAWRENCE
Salt Creek
MONROE COUNTY
County Seat
0 1 2 3 4 5 mi
0 2 4 6 8 km
INDIANA COUNTY SERIES
N
W E
S

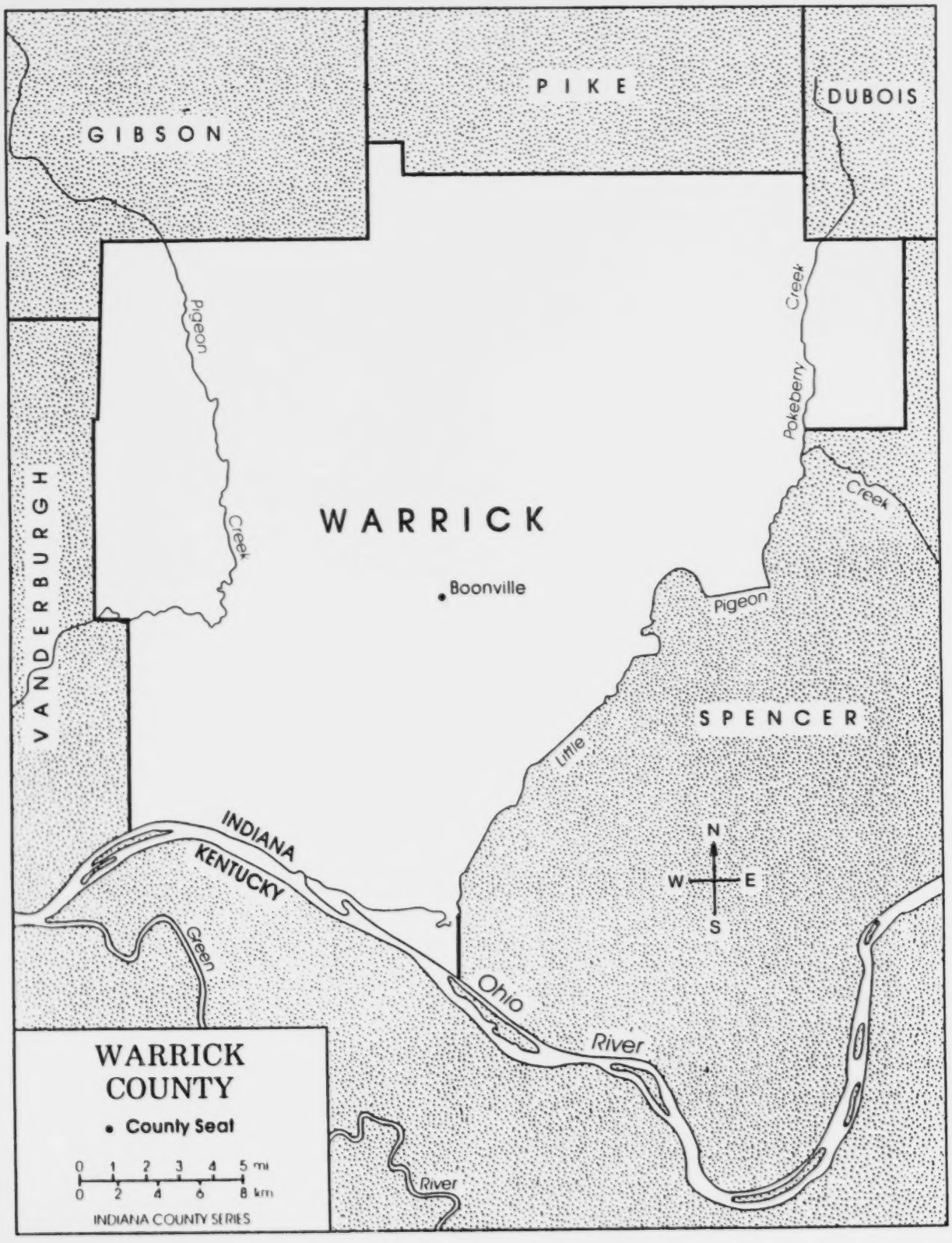

PERRY AND SPENCER COUNTIES
• County Seats
0 5 10 mi
0 5 10 15 km
INDIANA COUNTY SERIES
DUBOIS
CRAWFORD
Anderson River
WARRICK
Creek
PERRY
Pigeon
SPENCER
INDIANA
KENTUCKY
Little
Ohio River
Cannelton
Rockport
N
W E
S
INDIANA
KENTUCKY


GIBSON
INDIANA
ILLINOIS
N
W
E
S
Big Creek
VANDERBURGH
POSEY
Mount Vernon
Wabash River
Little Wabash R.
INDIANA
KENTUCKY
River
Hovey Lake
Ohio
ILLINOIS
KENTUCKY
POSEY COUNTY
County Seat
0 1 2 3 4 5 mi
0 2 4 6 8 km
INDIANA COUNTY SERIES


MICHIGAN
INDIANA
Hudson Lake
Chain Lake
South Bend
Chamberlin Lake
St. Joseph River
Elkhart River
LA PORTE
ST. JOSEPH
ELKHART
Kankakee River
Worster Lake
Riddles Lake
N
W
E
S
Lake of the Woods
MARSHALL
Koontz Lake
STARKE
KOSCIUSKO
ST. JOSEPH COUNTY
• County Seat
0 1 2 3 4 5 mi.
0 2 4 6 8 km.
INDIANA COUNTY SERIES


TIPPECANOE COUNTY
• County Seat
0 1 2 3 4 5 mi
0 2 4 6 8 km
INDIANA COUNTY SERIES
N
W
E
S
WHITE
Lake Freeman
Tippecanoe River
CARROLL
BENTON
River
Wildcat Creek
WARREN
Lafayette
Wabash
South Fork Wildcat Creek
TIPPECANOE
CLINTON
FOUNTAIN
MONTGOMERY


GIBSON
POSEY
VANDERBURGH
WARRICK
Pigeon
Creek
Evansville
INDIANA
KENTUCKY
INDIANA
KENTUCKY
Green
River
INDIANA
KY.
River
Ohio
N
W
E
S
VANDERBURGH COUNTY
• County Seat
0 1 2 3 4 5 mi
0 2 4 6 8 km
INDIANA COUNTY SERIES


GIBSON
PIKE
DUBOIS
VANDERBURGH
WARRICK
Boonville
SPENCER
Pigeon Creek
Pokeberry Creek
Pigeon Creek
Little Pigeon Creek
INDIANA
KENTUCKY
Green River
Ohio River
Ohio River
N
W
E
S
WARRICK COUNTY
• County Seat
0 1 2 3 4 5 mi
0 2 4 6 8 km
INDIANA COUNTY SERIES

PRESIDENTS OF THE UNITED STATES

George Washington
John Adams
Thomas Jefferson
James Madison
James Monroe
John Quincy Adams
Andrew Jackson
Martin Van Buren
William Henry Harrison
John Tyler
James K. Polk
Zachary Taylor
Millard Fillmore
Franklin Pierce
James Buchanan
Abraham Lincoln
Andrew Johnson
Ulysses S. Grant
Rutherford B. Hayes
James A. Garfield
Chester A. Arthur
Grover Cleveland
Benjamin Harrison
Grover Cleveland
William McKinley
Theodore Roosevelt
William Howard Taft
Thomas Woodrow Wilson
Warren G. Harding
Calvin Coolidge
Herbert Hoover
Franklin Delano Roosevelt
Harry S. Truman
Dwight D. Eisenhower
John F. Kennedy
Lyndon B. Johnson
Richard M. Nixon
Gerald R. Ford
James E. Carter
Ronald W. Reagan

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Eckert. Gateway to Empire, V.
Eckert. Wilderness Empire, II
McKee. Great Lakes Country.
Ogg. Old Northwest.
Thom. Long Knife.
Thom. From Sea to Shining Sea.
Thom. Follow the River.
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Williams. Diplomacy on the Indiana - Ohio Frontier, 1783 - 1791.

CIVIL WAR PERIOD

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Sprinkles. History of Evansville Blacks.
Cathcart. Indianapolis from Our Old Corner.
Cauthorn. A History of the City of Vincennes, Indiana, from 1702 - 1901.
Derleth. Vincennes, Portal to the West.
Edgell. Sketches of Lake Wawasee.

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Lockwood. The New Harmony Movement.
McCutchen. From Then til Now; a History of McCutchenville.
McCutchen. Bend in the River, the Story of Evansville.
Wilson. The Angel and the Serpent.
American Red Cross. Evansville's Great Flood, 1937.
Woehrmann. At the Headwaters of the Maumee; a History of the Forts of Fort Wayne.

AUDIOVISUALS

Filmstrips

Regions of the U.S. The Midwest.
7 fs col sd

Cornbelt Farmer.
1 fs col

Growth of the Region.
1 fs col

Heartland of the Nation
1 fs col.

A Tour of the Indiana State Capitol.
1 fs col sd

Northwest Ordinance.
1 fs col

Chief Pontiac
1 fs col

Indiana.
6 fs col.

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Northwest Ordinance. (Social Studies)

Indiana.
2 discs

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FILMS FROM THE EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

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PR1580	FSTA	Evansville, Indiana (History), Living in Early Evansville, 1970.
PR1581	FSC	Evansville, Indiana (History), Living in Modern Evansville, 1970.
SS2006	Kit	Indiana History, Our Hoosier Heritage, 1980.
SS0444	Film	Indiana: Politics and Government, Voice From the Ballot, 1968.

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"Growing Up in Evansville," Bigham, Darrell. Indiana State University Evansville, Jan., 1984.